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ABSTRACT

Developed as a guide for college administrators for establishing, improving, and evaluating career counseling and placement programs, this document describes specific activities for such programs under two categories: student-oriented activities and administrative and managerial activities. The student-oriented activities (Part I) cover the following areas: career counseling and planning for undergraduates; work as experiential education; career information centers; careers conferences; communications-public relations; placement counseling; job development; job listing/referral; on-campus interviews and recruitment; and follow-up and evaluation. The administrative and managerial activities (Part II) cover these areas: role and status of the career counseling/placement director and staff; position of the career counseling/placement function and the institutional structure; staff; professional development; facilities and equipment; budget; institutional support and commitment; legal implications; and ethical considerations. Included in the introductory information is a discussion of the conceptual framework for career counseling and placement and its significance to colleges and universities with large student enrollments in the liberal arts. Some of the appended materials (which comprise most of the document) include descriptions of summer orientation programs, career planning and search technique seminars, computer-based guidance systems, and test-taking skills workshops. Also appended are examples of promotional brochures, evaluation forms, questionnaires, and other related forms and materials. (BM)

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A MODEL CAREER COUNSELING AND PLACEMENT PROGRAM

by

André G. Beaumont
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U.S. DEPARTMENT OF HEALTH,
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FOREWORD

A MODEL CAREER COUNSELING AND PLACEMENT PROGRAM

This document has been developed as a concise guide for college administrators who seek to establish, improve, and evaluate career counseling and placement programs. It lists specific activities for such programs under two categories: student oriented activities (Part I) and administrative and managerial activities (Part II). Each activity is described briefly, its objectives are stated and the steps whereby it can be accomplished are spelled out.

The document is designed to be read in less than an hour and includes references to books or other materials that provide detailed information and data about each of the activities described. Wherever possible these references are appended. The annotated table of contents is an additional aid to rapid review.

The model program presented is comprehensive and should result in maximum benefits to most students. However, it is expected that colleges may wish to extrapolate from or adapt the program to meet their needs and circumstances.

The following statement of direction and perspective is excerpted from the College Placement Council's: "Professional Standards for Career Counseling and Placement" (Appendix A). All of the elements of the model program presented are predicated on the concept of career counseling and placement as a developmental process of the student described in that document.

"Career planning is a developmental process of the student. Therefore, as a part of the educational experience, career counseling and placement services must be available during the entire period of a student's academic involvement. This encompasses activities such as developing and teaching career planning courses; career counseling of individuals and of groups, including the development of decision-making skills important for life-long planning; maintaining career information libraries, as well as sponsoring career information programs. Optimal placement of the student in employment or further professional preparation is the prime objective of the career planning process.

> It is imperative that career counseling and placement be combined as an integrated function.
>
> It is desirable that career counseling and placement be organized as part of, or closely related to, the academic structure and that it serve as a key point of contact between the faculty and practitioners as well as between the institution and employers.
>
> Career counseling and placement should have the organizational capacity to share knowledge of labor market trends and employment requirements with the faculty to assist in curricular development and student advising.
>
> Responsibility for part-time and summer placement and for experiential education should be included within the career counseling and placement framework.
>
> Recognizing that an increasing number of mature women graduates return to the labor market and that many experienced alumni/ae seek mid-career changes, career counseling and placement services should be provided to these individuals."

Colleges and universities with large student enrollments in the liberal arts are undoubtedly familiar with the dilemma of career choice and employment facing their graduates from these academic disciplines. At the root of the dilemma is a classic mismatch of supply versus demand. While the numbers of students in the liberal arts disciplines have increased or, at best, stabilized at high levels, the traditional opportunities for such graduates in the employment market or in graduate schools have declined. Well planned career counseling and placement services are needed to make liberal arts college graduates more aware of the work world and their career options and to make them more competitive in the employment market place. A valuable guide to the issues involved in this dilemma is the College Placement Council's position paper entitled Four Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government--The Problem and Some Solutions. This document is included as Appendix B; it is invaluable to a college or university which is developing a strategy to overcome this problem.

TERMINOLOGY

Career Development

A lifelong developmental process which is affected by background, education, work, other experience, which influences each individual's decisions regarding career and life-style.

Career Counseling

Services and activities provided to students to help them gain self-understanding, evaluate interests and abilities, and determine vocational objectives. Career counseling is performed by professional staff members and/or faculty and contributes to the individual student's career development.

Career Planning

Activities undertaken by the individual student in determining his or her interests, abilities, skills, and knowledge and relating these to various career options. Through career planning, students facilitate their career development.

Career Education

A concept of the process of education that seeks to enhance the relationship between education, work and society and thereby strengthens the career development of individuals.

Placement

An event in the career development process when an individual embarks on a job campaign and secures employment. It is facilitated by career counseling and placement referral services.

Career Counseling and Placement

The organizational unit at an educational institution which assists students and graduates to identify their individual capabilities, interests, skills, acquired knowledge and relates these to meaningful vocational options. Because it is a developmental, educative service, career counseling and placement should be available to students from their freshman year on. The service is also responsible for communicating career, occupational, and employment information to faculty, administrators, and students and interpreting options available to students within graduate schools, business, government, education, and non-profit agencies.

PART I. STUDENT ORIENTED ACTIVITIES

A. Introduction

To help the student benefit from the college experience and prepare for a useful, productive life, a career counseling and placement program containing at least five basic elements must be an integral part of the academic program. Although student needs will vary from college to college, it is important to identify and plan the program or processes by which these needs are met.

1. Self-exploration includes values clarification; self-analysis in the areas of interests, attitudes, motivation, aptitudes and desired life-style; needs assessments such as: geographic, financial, etc.; skills identification and inventory; life goals; and decision-making skills.
2. Exploration of the work world (first phase) includes the identification of occupational areas and clusters of jobs which are likely to be satisfying to the self identified in (1) above.
3. Exploration of the work world (second phase) includes the further reality testing and matching self to work models and the identification of types of employers likely to hire people to do the jobs identified in the first phase (described above).
4. Exploration of the work world (third phase) involves taking the employer types identified in (3) above and developing a list of specific employers by name and address within a desired geographic area.
5. The development and implementation of a job hunting plan includes strategy for the use of both traditional and non-traditional methods, test taking skills, resume preparation,

letters of application, interview techniques, and use of available resources.

The ideal time for the introduction of programs to accomplish the objectives described in 1 and 2 above, is the upper freshman semester, although some work can begin in freshman orientation. However, such a program must be flexible enough to accommodate the entry of students at any level and at any point in time. The purpose of the program is to make students self-sufficient by helping them to develop the skills which will have lifelong application and usefulness as they encounter changing situations in their careers.

The acceptance and support of the career counseling and placement program by the total campus community - faculty, administration and students - is critical, and it is something which the service has to work on continuously. A good beginning is the acceptance and broad distribution of a concise mission statement. (See Appendix C)

B. Career Counseling and Planning for Undergraduates

Objectives:

To assist the student at any point during the college years to:

Analyze interests, aptitudes, personal traits, values, attitudes and desired life-style. Obtain occupational information including, where possible, exploratory experiences such as cooperative education, internships, part-time and summer work.

Set short- and long-range goals based on the above objectives with the understanding that, for the underclass student a broad occupational area may be the primary focus, with specifics left for a later date.

Program:

It is desirable to involve students in the career development process as early as possible; however, it is important that the students be ready and willing to absorb the knowledge and the techniques imparted. The elements of the program should be available to all students regardless of their semester status.

1. Orientation

Orientation is the process of introducing students and parents to the college and the opportunities for growth and development available to students. It can create in the student an awareness of his or her needs as well as acquaint the student with campus resources available to meet these needs.

The admissions office should emphasize the value of the career counseling and placement program. Material descriptive of the program should be distributed to the guidance personnel in the high schools from which the college recruits students. This material should also be given to entering students as well as to their parents. This could be done by mail or given to parents when and if they are invited to visit the college.

(See Appendix D for a sample brochure that can be used at this point of the program.)

Either during the summer preceding the admission of students or during the period devoted to orientation before classes begin, the career counseling and placement director should have time with the entering freshman to talk to them about the bases of vocational choice, the importance of early exploration and the details of the program available to them.

(See Appendix E for a description of a summer career orientation program.)

As part of the orientation process, students should fill out a questionnaire designed to ascertain their academic plans, vocational goals, reasons for attending college, what they consider to be their strengths and weaknesses, and areas in which they feel they need help. This questionnaire can serve both as the beginning of a file kept in the career counseling and placement office for each student and as a means for establishing contact with individual students. Thus, counselors can use it when a student comes in for an appointment, or the student can be invited by a counselor to discuss areas of need indicated on the questionnaire.

(See Appendix F for a sample questionnaire form of this type.)

Transfer students should not be overlooked in the orientation process. Separate orientation meetings should be held to meet their needs. Materials, such as the aforementioned questionnaire, can be readily adapted for transfer students.

2. Career Counseling

a. Individual Counseling

Appointments with counselors should be available for those students who feel the need for individual attention. An appointment schedule should be kept both to insure time with a counselor and to teach the student the importance of making and keeping appointments.

b Career Counseling in Groups

Career counseling in groups, as well as a career planning course, (see section 3 following) is a solution to the problem of a large student body and a relatively small number of counselors.

In these small groups, students explore their needs, interests, attitudes, values, skills, desired life-style, etc. Students also review career information materials and identify those which are most pertinent to their situation. They also benefit from the insights provided by members of the group.

There are a variety of methods of conducting career counseling in groups. A system can be either used *in toto* by a career counseling and placement service, or it can be adapted to the particular student body.

(See Appendix G for samples of the career counseling in groups process.)

3. Career Planning Courses

Career planning courses should be developed for academic credit. Not only are such courses derived from an established body of knowledge and research, but also granting academic credit is necessary if the course is to have importance in the eyes of both students and faculty. Unless credit is granted, students tend to place the course low on their priorities if and when other demands are placed on their time.

The course should be introduced for upper freshman. For students unable to fit it into their programs, it should be available at other points in the college experience.

The course should contain sections on: self-analysis, values clarification, skills inventory, exploration of career areas with indications of required preparation and related job information, principles of decision-making, etc. It should result in the selection of occupational areas and resultant options compatible to each student. The purpose is not to focus on a particular job but to keep the students' options open. Also, the course teaches skills that have lifelong application.

Part of the course should be a research assignment which includes use of the career information center, and if possible, interviews with persons in career fields which interest the student.

Interest inventories could be part of the program. Relevant material would become part of the student's file for future reference.

The director of career counseling and placement should be responsible for the course and may be assisted by appropriate resource persons such as faculty, graduate students, and employers.

(See Appendix I for sample syllabi of career planning courses.)

4. Computer - Assisted Guidance and Career Information Programs

In the past decade various organizations have developed systems which utilize a computer to provide students with career guidance. The most sophisticated of these systems are interactive, that is, they permit the student to "talk" with a computer through some sort of keyboard or input device. Furthermore, some of these systems are designed to acquire a data base of personal information about the student such as: biographical data, academic record, major field (if selected), admissions test scores, vocational interest test results (if taken), etc. With this background and information gained in its "dialogue" with the student, the computer can then print out and/or display on a video-screen questions and suggestions for the student to pursue in exploring career and/or educational options.

There are at least five computer-assisted guidance systems of this type available. Their characteristics were summarized in an article "Computer-Based Guidance Systems: Are They Worth It?" which appears as Appendix H.

Less sophisticated computer guidance systems have smaller memory capacity, simpler terminals, etc., and are not interactive. They are more likely to be informational and less likely to give individualized guidance to a student.

All computer-assisted guidance systems should be viewed as time-saving aids that provide students with information about a career field or insights about their personal and vocational interests and preferences and prepare them to ask a counselor complex, specific questions about their educational and vocational plans. Under no circumstances should a computer-assisted guidance system be considered a substitute for a counselor or advisor.

Unfortunately, the costs of such systems are frequently higher than many institutions can afford. In addition to an initial cost for equipment and an annual fee for use of the program software, charges are made for actual computer time used in the operation of the system.

Most computer-assisted guidance systems have been developed for use at secondary schools or, in some instances, junior colleges. Very few have been modified to include all the data and considerations applicable to the career counseling needs of college students. Also, some systems place a heavy emphasis on trade and technology careers applicable to vocational-technical schools. It is important, therefore, in considering the acquisition of a system to investigate its educational level and curricular emphasis.

C. Work as Experiential Education

Objectives:

To provide work experience as part of the occupational orientation and career development program.

To provide financial assistance to students.

Program:

The career counseling and placement service should be responsible for administering programs of part-time, temporary, and summer work.

Cooperative education assignments, particularly for liberal arts students, should also be under the direction of the career counseling and placement service. The service directs, administers, and coordinates the program, utilizing faculty members from the participating academic departments to evaluate the academic value of the cooperative work assignments and to follow up with individual students However, some academic departments may develop cooperative education programs directly related to their fields, and these programs might be under the direct supervision of the particular department. (See the following section, page 11, for discussion of cooperative education.)

Internships are temporary work assignments for independent study and/or honor credits. They are of great worth to students who gain experience in this way. Some academic departments have set up their own internships. However, because of his or her close working relationship with employers, the career counseling and placement director is in a unique position to develop and manage internship programs. Whatever organizational arrangement a college selects for the operation of an internship program, there should be close cooperation between the academic departments and the career counseling and placement service.

Externships, short-term volunteer work experiences that occur off-campus, should be developed either through alumni/ae who are in a position to arrange such experiences or with employers selected by the career counseling and placement director. These experiences can be planned for intersessions, spring or Christmas vacations.

1. Part-Time and Summer Work

If part-time and summer work are to be of maximum educational value to students (in addition to providing financial assistance), referrals should be made by counselors instead of allowing students to "pick jobs off the wall." Even though a job may appear to have no relationship to a student's future career, there are learning elements in every work assignment. The student can learn about work habits (which differ from academic work habits), can observe what transpires in the work setting, can ask questions, and can relate the work structure in a particular organization to his or her own background, needs, attitudes, values, etc. It is desirable to hold group meetings for freshmen who wish to work part-time or summers to instruct them in the intricacies of applying for jobs and in ways of making part-time jobs a learning experience.

Students should also be encouraged to keep a master data sheet listing jobs they held, duties performed, supervisors' names, what they liked and disliked, and what they learned about the work environment. This information can be useful in the future.

2. Cooperative Education Programs

Cooperative education programs (co-op) should be carefully planned to provide learning experiences, should be adequately supervised, and should provide for an increase of the student's job responsibilities as he or she continues in the program. While co-op provides students in technical, engineering or business curricula with working experience in their field, it provides liberal arts majors an unusual opportunity for career exploration.

The classic model is one in which the student spends the freshman year in the classroom and then alternates semesters of full-time work and full-time study. If the college is on a semester rather than a quarter schedule, the summer can be used as a "trimester" with less academic credit (2 credits) than the regular semester (usually 3 credits). The program takes 5 years to earn a degree. There are also variations of this program which are discussed in the reference provided at the end of this section.

Co-op has proved to be an excellent device to give students the opportunity to relate to a heterogeneous culture rather than solely to a peer culture, to decide whether or not a particular area of work is right for him or her, to select courses that will add to employability, and to receive training prior to graduation.

Should a cooperative education assignment prove undesirable to a student, or should an employer decide that a student is not suited to the organization and/or the work, a different experience should be provided for the next co-op term. This kind of experience while still in college is important, because it may prevent the same situation from arising when the student obtains full-time employment upon graduation.

Close liaison between the counselor responsible for co-op and the employer and the student is essential. The evaluation of the student by the employer, and the student's evaluation of the work experience become part of the student's file.

The wages earned through co-op often make it possible for a student to devote the on-campus semester totally to study and make it unnecessary to do part-time work during that semester.

An excellent reference work on cooperative education programs is: the "Handbook of Cooperative Education," Asa S. Knowles & Associates, Jossey-Bass Inc., San Francisco, California, 1971.

D. Career Information Center

A well-organized, extensive career information center is essential to the program of a career counseling and placement service.

It should contain:

1. Career information literature.
2. Video cassettes which can be viewed through a TV monitor by students.
3. Audio cassettes which students can hear through an inexpensive tape player.
4. Employer literature (separated from career information material).

Career information literature must be carefully selected and should meet standards for such literature. Appendix J is a career information library recommended by CPS. Additional sources of suggested materials are: "What Shall I Order for Our Career Planning and Placement Library?" and "Career Information for College Graduates: An Annotated Bibliography" both published by the College Placement Council.

Materials should be filed in such a way that it is easy for students to locate specific items, and that, in the process of review, students are also exposed to career possibilities within broad cluster areas.

(See Appendix K for sample filing systems.)

Video cassettes are a most useful means of storing and communicating career information. If the institution has a department with videotaping facilities available, that department's cooperation should be sought to develop a series of cassettes.

Successful alumni/ae can be invited to make concise videotaped statements concerning their work and career development. These should not exceed 20 minutes. An outline of what is to be covered in the taped presentation should be provided by the career counseling and placement director.

The college's alumni/ae association can cooperate in identifying persons to be interviewed for videotaping. In some instances the association can secure funds to produce the tapes. These tapes can not only be used to demonstrate to students the success of the college's graduates, but also can be used in recruitment of students and general public relations for the college.

Employers who visit the campus could also be invited to make video cassettes describing their companies and the nature of job opportunities available. Employers should also be given an outline to follow, so that the tape is truly a career information tape and not a "sell" for a particular company. The employer cassette should also be under 20 minutes in length.

Suggestions for video cassettes apply equally to audio cassettes. Two problems exist with audio cassettes: they can be erased accidentally, (unless properly adapted) and, because of their small size can - unintentionally or intentionally - disappear.

Career information material changes continually and must be kept up to date and weeded out regularly. This includes all audio-visual materials.

Where possible, graduate students can be utilized to keep the career information center in order and obtain materials as requested by the director. It is also possible to train student aides to do this work.

E. Careers Conferences

Objectives:

To give students and faculty an opportunity to learn about career fields through direct exposure to persons employed in these fields.

To expand contacts of college personnel (both faculty and administrators) with employers and graduate schools.

Program:

Sometimes called "career days" or "career fairs," careers conferences are activities conducted in a group setting that bring persons representing various employer organizations to the college campus in order that they can interact with freshman, sophomore or junior students as well as with faculty to provide career information and insights into the world of work. The knowledge gained through this interaction can have valuable impact on students' career development.

Careers conferences are particularly important for minority, women, and disadvantaged students who may not have been exposed to many employment situations before college. Recent alumni/ae who are employed in representative occupations can serve as role models to whom students can readily relate.

Careers conferences can feature representatives from many career fields or can focus on special career areas such as: health careers, teaching careers, specific business careers, federal government careers, etc. The conferences may also cover graduate school opportunities, military service opportunities, etc.

One variation of a careers conference is to arrange meetings between interested faculty members and employer representatives. This frequently provides a forum for open discussion of issues and the realities of the world of work.

The CPS publication "Planning and Implementing the Careers Conference" (Appendix L) provides background information, a checklist of activities, and sample forms and documents that can be used in running careers conferences.

Various professional employer organizations can provide assistance in operating programs and can suggest appropriate representatives. Among these organizations are: the National Alliance of Businessmen's Youth Motivation Task Force, the National Urban League, the U.S. Civil Service Commission, and employers who recruit at your institution. College and university alumni/ae associations can also be very helpful in identifying potential program participants.

Experience has demonstrated that the most successful aspect of careers conferences is the small informal meeting between students and employers. Therefore, it is suggested that in designing a program, major emphasis be placed on interactive situations rather than on formal assembly or lecture hall settings.

F. Communications-Public Relations

One of the most important qualifications of the career counseling and placement director is the ability to relate to and communicate with a variety of publics. The program, good as it may be, will not succeed unless the director secures the understanding and cooperation of faculty, administration, students, and employers.

1. Relations with the University Community

Objectives:

To achieve a working relationship which permits administration and faculty to make their fullest contribution to career counseling and placement.

To ensure that administration and faculty take a real interest in and give active support to an effective career counseling and placement program for students and graduates.

To ensure that the career counseling and placement program makes the fullest possible contribution to the instructional and research programs of the institution.

Program:

For details, see Appendix A "Professional Standards for Career Counseling and Placement" pages 63 and 64.

It should be emphasized that all brochures concerning the services as well as special notices be sent to all faculty members to keep them informed.

A career counseling and placement advisory committee, chaired by the director and composed of faculty and students, can be a good sounding board for the career counseling and placement staff.

This committee, although advisory in nature, can also provide much support and resources for activities of the career counseling and placement service. It should meet regularly during the academic year and, under the leadership of the director, should have a full agenda. Pages 33 and 35 of this document suggest various involvements for the committee.

A very useful and popular program with both faculty relations and outreach implications is a panel on "What Can You Do with a Major in _________?" presented by the career counseling and placement staff and department faculty members for department majors and prospective majors.

The follow-up study mentioned on page 30 should be distributed to all members of the administration, including departmental chairpersons. It can be useful information for the alumni/ae association's publications.

The director of career counseling and placement should have contact with chairpersons of departments as well as with deans. In some situations, counselors are assigned to cover specific departments to be sure the program is known and that it is meeting the felt needs of such departments.

Membership of the director on the curriculum committee of the college can be helpful in bringing to the attention of the faculty the changing fields of work and the need for special courses or updating of curricula.

2. Relations with Students

Objectives:

To reach students as early as possible in order to inform them of the services available to them.

To develop "outreach" programs to keep students continuously informed and to assist them to participate in the career development process.

Program:

Means must be found to inform students of the program available to them. A brochure describing the services of the career counseling and placement department should be developed. See Appendix M for a sample brochure.

The orientation program has already been mentioned (see page 5) this is the best means of reaching students at the beginning of their college life.

Bulletin boards placed in strategic spots (residence halls, corridors, etc.) can be used to highlight programs.

A display, "Career of the Month" can be used to bring career areas to the attention of students.

A career counseling and placement newsletter can be distributed on a regular (weekly or monthly) basis.

3. Relations with Employers

Objectives:

To provide employers the opportunity to consider candidates for employment. This applies to employers who conduct on-campus recruitment and to those who do not visit the campus.

To provide facilities and professional assistance to give the student maximum exposure to employers.

To obtain insight into occupational trends and employers' needs.

To provide opportunity for dialogue among employers, faculty and administration.

Program:

For details, see Appendix A "Professional Standards for Career Counseling and Placement," pages 62 and 63.

4. General Communications

The annual report of the career counseling and placement service is an excellent vehicle for the dissemination of information about the philosophy and objectives of the service, on-going programs, results, staff activities, problem areas, short- and long-range plans and what is needed to implement them. See Appendix N for a document describing the role of annual reports in communicating career counseling and placement programs.

G. Placement Counseling

Objectives:

To assist juniors, seniors and graduate students to:

Match employment fields and types of employers with the work alternatives identified in the career counseling experience.

Identify specific employers within those types or fields as targets for the job hunting campaign.

Develop a job hunting plan.

Develop the techniques and skills necessary to successfully implement the job hunting plan.

Program:

If career development/career counseling has proceeded normally, then the latter part of the junior year and/or the senior year can be devoted to putting it all together. This is the placement counseling aspect of the program, the proof of the pudding - so to speak. Much placement counseling deals with helping the student to master the skills and techniques of job hunting and job acquisition.

Because of the enormity of the demands and expectations in terms of the ratio of students to staff, the success of this part of the program depends on a very delicate balance between the use of groups and one-to-one counseling.

The program should at the very least include:

1. Orientation in the use of the career counseling and placement service. Although this can be done with a written handout, a one-hour workshop including an outline of the services available, description of the staff, and a walk through the career counseling and placement center seems to be more effective. Two approaches

to arranging such a workshop have been successful. One involves individual sign ups in groups of 15 to 20 students by the receptionist of the career counseling and placement service, and the other involves personal invitations from staff members to faculty to schedule a class hour to meet in the career counseling and placement service facilities.

2. Courses, workshops or groups, on the process of moving from the identification of suitable and acceptable work to the identification of specific employers.
3. Workshop on job hunting strategy including traditional and non-traditional approaches and standards of ethical practice.
4. Workshop on written communications including letters of application and resumes.
5. Workshop on interview techniques including the use of videotapes, audio tapes and role playing.
6. Workshop on test readiness and test taking (see Appendix O).
7. One-to-one counseling.

All of these workshops can be recorded on videotape or audio tape so that they can be played back to students who may have missed the actual programs.

Many seniors appear for placement counseling with much impatience to get on with it, but with little or no idea of where they are going or how to get there. Unfortunately, these students become seniors without having taken advantage of the opportunities for career development which are available to them as undergraduates. Very careful attention must be given to impress upon this group of students the importance of the process in which career development and career counseling must precede placement counseling. This may be accomplished either through one-to-one contact or through small groups. Hopefully, these students can then participate in an on-going undergraduate career planning course or a career planning workshop.

It may be necessary to schedule special activities for students who are not reached or aided by the above methods.

Even though group activities can efficiently and effectively reach many students, some will still require counseling on a one-to-one, personal basis. Furthermore, group activities frequently raise issues or questions that can only be resolved through personal counseling. It has also been demonstrated that if personal counseling is necessary, the majority of seniors can benefit more from it following group experiences.

The person who makes initial contacts with students in the career counseling and placement service should be able to explain to students the types of programs and services available through the career counseling and placement service and through other resources of the college. This person should thus assist a student in selecting the type of program appropriate to his or her needs.

For a number of reasons, a safety valve may be necessary as an alternative to a workshop or a one-half hour appointment for personal counseling that cannot be scheduled for a week or two. Many times, questions or problems can be answered in a few minutes by a staff person. Thus, it can be useful to regularly schedule a counselor to be available without appointment for intake, information, and referral to another counselor. Sometimes the counselor can reassure a student that a particular group activity will be a good starting place to resolve needs.

During the height of the job hunting season a very helpful service to seniors is to schedule evening hours at the career counseling and placement service at least once a week with a resource person on duty.

H. Job Development

Objectives:

To maintain a systematic program of mail, telephone and personal solicitation of employer organizations to obtain job opportunities of the type that are most appropriate to the work needs of students and alumni.

To utilize the college's faculty, staff, alumni/ae and students to solicit information about part-time, summer and career job openings for the college's students.

To understand the variety of services available from public employment service offices, regional offices of the Bureau of Labor Statistics and private local groups (such as chambers of commerce) which can assist the college to develop contacts and job referral sources for students and graduates.

To develop and maintain adequate records needed for the purpose of employer outreach, contact, and job development.

To develop a variety of strategies for persuading employers to consider employing college students on a part-time, cooperative education or internship basis.

Program:

A successful career counseling and placement program cannot passively wait for jobs to be listed with the service. It must reach out in a planned, continual basis to employers and the community. Following are suggested activities to accomplish this:

1. Design and maintain a mailing list, including a set of record keeping and control forms concerned with employer outreach, contact, and job development, together with procedural instructions for their use.
2. Conduct a "brainstorming session" with students, faculty and administrators to review strategies for persuading employers to seek new employees - part-time and full-time - from the college's career counseling and placement services.
3. Design form letters and postal card reminders to be sent to employers requesting the employer to list job opportunities for college students with the college's placement service.
4. Prepare a form or brochure to be sent to employers which lists both the kinds of trained persons the college can provide and the policies and procedures used by the college in referring students to jobs (see Appendix P).
5. Plan a campaign to personally visit and/or telephone several key employers (those most likely to produce numbers of relevant job opportunities for your graduates) to request descriptive information concerning the company and its hiring policies and to encourage those employers to use the college as a source of personnel.

I. Job Listing and Referral

Listing available jobs and referring qualified candiates to employers is at the heart of the job placement aspect of a career counseling and placement service. It represents the culminating step in the student's relationship with the office. Because of the high cost (to employers) of on-campus recruiting and because many colleges are geographically isolated, or have insufficient numbers of graduating students with disciplines needed by employers, the job listing and referral service is an important tool of the career counseling and placement officer.

Keep in mind, however, that a career counseling and placement service does not "place" a student. A student secures employment after he or she has been interviewed, screened, selected and, finally, accepts a job offer from an employer. Career counseling and placement services serve as referral agents in this process.

Surveys of colleges throughout the country indicate that usually no more than a third of graduating students find their initial employment after college as a result of a referral from a career counseling and placement service or an interview held on a college campus. Students receive eventual employment offers through referrals from various sources: career counseling and placement services, faculty, family, and often as a result of job campaigns planned with the aid of the career counseling and placement services. Whatever the source of referral, it must be borne in mind that a student's success in obtaining a position may well be the result of career counseling and job hunting preparation which he or she obtained at the career counseling and placement service.

Objectives:

To secure, as a result of job development process, an adequate representation of job opportunities appropriate to the needs of graduating students from the college.

To maintain a system whereby information about specific jobs is accessible and categorized in a variety of ways, i.e., the geographic location, academic training sought, occupational field.

Program:

1. Receiving Job Listings

Most job listings come to the career counseling and placement center through mail or telephone calls. These may come directly from employers, sometimes from faculty and students. Job listings are also received as a result of a visit by a staff member of the career counseling and placement service to an employer or as a result of a personal visit to the campus by an employer representative.

Once these listings are received there must be an orderly program to categorize the basic information concerning the job, the employer, the qualifications needed and the application procedure. Secretarial and student staff members, after training, can handle this procedure. However, in some telephone conversations a professional staff member will frequently be able to ask questions of an employer which will generate pertinent information concerning the employment opportunity.

2. Referral to Jobs

As a general practice, it is not recommended that job listings be posted on a bulletin board for view by students, faculty and other persons passing through the campus. In situations where the job market is tight, non-students can secure such information and land the job. Furthermore, students who refer themselves to an employer may not have the basic qualifications or skills requested and the employer may express displeasure at receiving unscreened referrals by no longer providing job openings to the college.

An alternative is the posting of jobs on a "blind" basis, which means posting a job notice without listing the name and address of the employer. This practice is particularly suitable for part-time, temporary and summer jobs. "Blind" postings publicize the availability of a specific opening and require that a staff member discuss with the student information about the job and the student's qualifications in order to determine whether it is appropriate to refer the student to the employer.

Matching student qualifications with listings for career jobs requires the expertise and training of a professional staff member. A system needs to be developed whereby students can be informed of an appropriate job opening in order that they can contact a counselor, discuss the opportunity and can receive the needed information for application.

3. Feedback and Follow-up

All referral systems need a feedback mechanism to learn the outcomes of a referral and also to determine if a job listing is still open. Provision should be made either through a referral postcard or follow-up letter for feedback to the placement service regarding the outcome of job referrals. A review of job listing and referral procedures and sample forms is found on pages 15, 16, 28 and 29 of the CPC "Career Planning and Placement Handbook" (see bibliography).

4. Computer Assisted Referral and Job Matching Systems

Many colleges have devised their own system or acquired systems that, through a computer, match students with job openings and/or employers who are seeking candidates for training programs. These systems are much faster than manual searches of job listing records and can quickly provide students or alumni/ae with a list of potential job sources.

Not only are such systems useful in expediting the job referral process, but they can also serve as a counseling tool. For instance, if a search is made on behalf of a student and the computer provides no possible referrals, it is appropriate for that student to discuss the situation with a counselor. Similarly, if a search would provide a student with a large number, say fifty, of possible referrals, it would also be an indication for that student to confer with a counselor. Such outcomes may suggest that either a student is too selective, too restrictive or too vague in stating his or her job search criteria and objectives. A discussion with a counselor can guide the student in redefining these objectives.

Some computer assisted job matching systems are linked to statewide job matching networks operated by state employment services, these provide a broader market for students.

Information about various systems of this type is available from the College Placement Council's Task Force on Electronic Data Services. Also, the Council has available for sale the software for a job matching system which can be readily adapted to any campus situation. This is the "Grad II" program that is in operation at over a dozen college campuses. Information about the latter is available from the Council's offices.

J. On-Campus Interviews - On-Campus Recruitment

The nature and size of enrollments in academic programs, the geographic location of an institution, and personnel staffing requirements are key determinants as to whether or not employers decide to send representatives to visit a campus to conduct campus interviews of graduating students for career jobs. The campus interview program is part of an employer's screening process to identify potential candidates for job openings or for training programs. Students should not expect job offers at the time of campus interviews but should expect to receive some notification as to whether or not an employer is interested in arranging additional interviews.

A few employers will send interviewers to recruit summer employees or cooperative education candidates. Such interviews may result in direct job offers.

College officials should discourage employers who seek student interviews on campus, but have no job vacancies.

Objectives:

To provide students with a convenient face-to-face contact with employers on campus.

To bring to the campus representatives from employers and graduate schools who will provide information to the career counseling and placement staff and faculty members regarding the opportunities available with the visiting organization.

Program:

A systematic procedure is needed to arrange the dates of visiting employers and to schedule appointments of individual students to see these employers when they come on campus. The procedure should also assure the receipt of employer recruitment materials prior to the visit and provide techniques to maximize the potential of an employer visit to the campus. This might include: a pre-interview and post-interview meeting between the employer representative and a professional member of the career counseling and placement service staff and meetings with appropriate faculty members. Such meetings can solicit information regarding the interviewing skills of students, potential job openings with the employer whether career, part-time or summer jobs, cooperative education, etc., and generate information about the performance and progress of alumni/ae of the institution who are working with the visiting employer. The campus visit of employers should also be used to develop contacts with faculty members. This is most frequently done by arranging for a luncheon where employers and college staff members can meet. For additional information on procedures for campus interviewing, see pages 16 and pages 30-37 of the "Career Planning and Placement Handbook." (See bibliography)

K. Follow-up and Evaluation

1. Follow-up Studies

Objectives:

To provide a means for direct feedback from graduating classes and alumni/ae for the purpose of continually improving all the processes contributing to the career development and placement of undergraduate students.

Program:

It is extremely important that follow-up studies be a regular activity of the career counseling and placement office. Since some of the information collected is also of interest to the alumni/ae office, it could be a shared expense program with that office. In addition to the uses of the data listed below, many useful correlations can be developed, particularly if a computerized program is used. The direct uses for the data collected are:

a. As a source of counseling information for both career development and placement.

b. As a source of alumni/ae resource persons for speaking, career days, summer jobs, counseling, etc.

c. As a source of feedback information for the faculty and administration for curriculum development.

d. As one more evaluative source on the effectiveness of the career development and placement program.

e. As a source of placement contacts.

The data obtained in a follow-up survey of graduating seniors can be extremely helpful to undergraduate students who are seeking examples of career paths from their predecessors. For example: a list of the type of job, employer, location, salary obtained by 1978 English majors can be most informative to students graduating with an English major in 1979 and 1980. Such information is also of considerable interest to faculty and career counseling and placement officers.

Even more informative, if it can be obtained, is information about the minor fields or career-related elective courses taken by recent graduates. These can improve the employability of any academic major.

It is time consuming to tabulate, process, correlate, and analyze information obtained from follow-up surveys. Fortunately, many institutions have computer services available that can easily perform these tasks. Also, a computer makes possible a wide range of correlations of data which would be impractical to implement manually. Thus, it is recommended that the career counseling and placement director arrange to have the processing of follow-up survey data conducted on the institution's computer. Help in designing the program for this can be readily obtained, usually from the institution's own data processing staff. Because of their interest in the data obtained, Directors of Institutional Research and Planning are a good source to obtain help in arranging for the use of computer time and in developing an appropriate program.

Appendices Z and AA include samples of questionnaire forms and transmittal memoranda which can be used in follow-up surveys of graduating seniors and alumni/ae.

2. Evaluation Studies

Objectives:

To provide a means for students, alumni/ae, faculty, administrators, and employers to provide input into the ongoing development of the total career counseling, placement, and recruiting process.

Program:

Just as there are at least two sides to any question there are often as many different expectations or perceptions about the effectiveness of the career counseling and placement office as there are clients or constituent groups. Therefore, evaluation must be a built-in tool. One suggestion is to have the College Placement Council's Career Counseling and Placement Guides (see bibliography), completed independently, at least annually, by the director of career planning and placement, his or her immediate superior, the chief academic officer, one or more interested and informed faculty members, and the president of the institution. These evaluation guides should be carefully compared and analyzed.

Student and recruiter evaluations of the office and the director's and student's evaluations of recruiters should all be collected using the forms appearing in Appendix Q. There should be a student needs assessment done annually with freshmen (see Appendix R). This is valuable both as a basis for program development and priority review as well as for the identification of individuals who may need assistance.

A survey instrument like the Career Services Scale (Appendix BB) can be used for periodic evaluations of the career development activities on campus. This instrument can be adapted for surveys of students, faculty, administrators or recent alumni/ae. It is recommended that utilization and analysis of this survey be done in conjunction with the college's institutional research staff.

Collecting input from all of the above plus the alumni/ae follow-up is one thing, using it constructively to constantly upgrade and update the program is quite another. One very effective way to insure this is through the appointment by the president of a career counseling and placement advisory committee including faculty, administration, students and alumni/ae to work with the director. (See also pages 17 and 35.)

PART II. ADMINISTRATIVE AND MANAGERIAL ACTIVITIES

A. Introduction

Career counseling and placement services focus on individual and personal needs. However, to implement this service much precise information and data which must be accurate, readily accessible, up-to-date and understandable is required.

The first section of these guidelines has stressed the multiple service relationships of the career counseling and placement function. But these relationships require a good administrative structure and effective procedures in order that employers, faculty, administrators, alumni/ae and students will receive appropriate services.

Therefore, this section of the guidelines will review some of the logistical underpinnings of the programs previously outlined. It should be borne in mind that each college or university has unique qualities, and characteristics and that these will very much govern the way the recommended procedures and techniques in this section are applied.

B. Role and Status of the Career Counseling and Placement Director and Staff

The program of the career counseling and placement service is one which is basically an educative function. For the student this takes the form of learning about self, values clarification, career paths and options, decision-making skills and job hunting techniques. For this reason, both the director of career counseling and placement and counselors must also be competent teachers.

Well oriented, goal-directed students become free to take advantage of the academic experience: they know why they are in college, set short- and long-range goals and thus are rot prey to the amorphous anxiety which leads to poor academic production on the part of many students.

The director is in a position through contact with employers, and through the results of follow-up studies of graduates to be of assistance to the faculty to suggest areas of the curriculum which should be strengthened or added. Therefore, having the director act as a member of or a resource person to the curriculum committee can serve a most useful purpose.

On the other hand, the career counseling and placement advisory committee (pages 17 and 33) provides input from faculty, administration and students to the career counseling and placement service.

In order to maximize the teaching function of the director and staff, as well as the relationship to the faculty in the areas mentioned above, there are many institutions in which the granting of faculty status to the director (and appropriate staff) would serve to facilitate the benefits of the program for the entire college community.

C. Position of the Career Counseling and Placement Function in the Institutional Structure

The career counseling and placement function usually reports to the chief administrative officer in the student development division of a college or university. This may be the vice president for student services, dean of students, etc. However, a number of other reporting relationships exist: reporting to the chief academic officer, the director of public relations, or the president of the college. Following are comments on these various arrangements.

1. Chief Student Development Officer

The most common reporting relationship for the career counseling and placement function places it under the institution's officer in charge of student development. Titles for this officer vary and include: vice president, dean or director of student services, student affairs, student personnel, etc. This arrangement aligns career counseling and placement with other student development and service functions and assures coordination and communication with these related activities.

2. Chief Academic Officer

Recently there has been a tendency to view the career counseling and placement function as a vital part of the educational and developmental process of students and, thereby, to assign the function to the academic division of an institution. It is the belief of leaders in the field of college career counseling and placement that this is a highly desirable arrangement because it not only recognizes the educative role of career and placement counseling, but also provides a better opportunity for those persons charged with the operation of the function to work closely with faculty and instructional officers.

3. Development Officer or the Director of Public Relations

Such reporting relationships stress the institutional development aspects of career counseling and placement, but they do not stress its prime role of serving the educational and developmental needs of students. Organizational arrangements of this type also reduce the opportunities for adequate support for career counseling and placement because the function must generally compete - usually unsuccessfully - with other functions related to institutional development. Therefore, such arrangements are not recommended.

4. President of the Institution

In some situations where the career counseling and placement function is new on campus and the campus is small, it can benefit from a direct reporting relationship to the president of the institution. However, such arrangements should be short-lived because no president can afford to devote enough time to the proper supervision and guidance that an operating function of this type requires.

In addition to the above formal organizational relationships of the career counseling and placement function, there are a number of coordinating and cooperative relationships with other units on campus including: general or psychological counseling services, cooperative education (when this is not a part of the career counseling and placement function), financial aid, institutional development, alumni/ae affairs, admissions, and public relations.

These, and other, relationships reflect the many links of the career counseling and placement function within the institution. All serve at least one particular purpose. For example: the link with the general and psychological counseling center should provide information about activities of career counseling and placement service; the link with the financial aid division should identify for the career counseling and placement service those students who are in need of part-time or summer employment.

Because of the many opportunities to provide career guidance to students, it is desirable to have the career counseling and placement director supervise all experiential work programs: cooperative education, part-time and summer employment, internships and externships.

While career counseling and placement is combined with other functions at some institutions, it is not recommended that the services be part of, or be responsible for: general or psychological counseling services, institutional development, alumni/ae affairs, public relations, admissions, or financial aid. Most of these functions have fundamental objectives that are detrimental to the effective implementation of a career counseling and placement service. For example: arrangements that combine career counseling and placement with financial aid generally result in the career counseling and placement function suffering because of the heavy administrative load required in financial aid work.

D. Staff

The number of persons employed in the operation of a career counseling and placement program as well as the level of training and experience that they possess depends on the allocation of resources by the individual institution concerned. Pages 292 through 297 of Appendix S, the College Placement Council's survey of 860 career counseling and placement officers entitled "Career Planning and Placement in the Mid-70's - An Operational Profile" contain tables indicating the number of professional, administrative staff related to student enrollment, information about job titles, educational qualifications and faculty status of incumbent staff members. Pages 57 and 58 of Appendix A, "Professional Standards," prepared by College Placement Council, provide recommended qualifications for individuals who seek to serve as directors or career and placement counselors.

An additional consideration regarding the professional qualifications of a potential staff member is the voluntary certification program established by the College Placement Council in January 1978.

Page 67 of Appendix A contains references to two documents which suggest that the ratio of students to professional staff in career counseling and placement be either 300 or 500 to 1.

Appendices T, U an V describe the duties and responsibilities of a director of career counseling and placement, a career and placement counselor, and a secretarial assistant. These descriptions are generalized and refer to typical duties and responsibilities, which, in actuality, will vary greatly from one institution to another. In small offices where there may not be any professional staff other than the director, that individual has full responsibility for implementing all functions. Therefore, he or she must allocate time and determine priorities in order to carry out a program which both meets the career development needs of the students and fulfills professional standards and objectives.

In larger offices more specialized job functions may exist, such as: job development specialist, career information librarian, etc. Job descriptions pertaining to such positions are available upon request to CPS. Also pages 19 and 20 of the "Career Planning and Placement Handbook" (see bibliography) contain brief model job descriptions.

The number of clerical workers needed to support professional staff in career counseling and placement depends on the enrollment at a college and the activity in the career counseling and placement service. Institutions with heavy referral and on-campus recruitment activities may require as many as one clerical worker for each professional staff member. Some of the counselors who are primarily involved with the student counseling and career development aspects of the service, may have fewer administrative responsibilities, and therefore, have a reduced need for clerical assistance.

Student workers can be most helpful in operating some phases of a career counseling and placement service. Care should be taken that they do not see or process confidential forms relating to other students.

Because career counseling and placement is an outreach function that deals with a varied clientele: administrators, faculty, students, employers, representatives from other colleges and universities, etc., it is very important that individuals working in this area be sensitive to the feelings and needs of other people and have a friendly disposition and a willingness to provide a service. The finest academic qualifications or secretarial skills can be of little use in career counseling and placement if an individual cannot develop a good working relationship with other persons.

E. Professional Development

Career counseling and placement is a recently established profession. Hence, many persons employed are uncertain of their roles and sometimes view the position as a stepping stone to what they view as more permanent and more prestigious careers. This need not occur if the administration of the institution takes proper steps to recognize individuals and carry out policies which will retain personnel in their jobs. This should not only include a regular program of salary review and adjustments, but also a process whereby individuals may gain recognition within the function by their successful performance as counselors. Professional staff should also have the opportunity for creative work such as research writing, and service in professional organizations. Thus, a program of professional recognition, regular evaluation and advancement through self-development and growth will do much to maintain high morale and a stable staff.

Although much has been written about the qualifications and educational preparation of staff members, it should not be overlooked that, in today's continually changing world, professional development is an ongoing process for all individuals if they are to maintain their professional competency. Thus, all staff (professional and clerical) should be supported by the employing institution in activities that they may undertake for professional development. This may include attending conferences, workshops, institutes sponsored by professional associations in the field of career counseling and placement, taking advanced courses, and reading professional journals, magazines, and national newspapers.

In addition, it is important that staff members secure and maintain membership in relevant professional associations. Organizations that are pertinent to the field of career counseling and placement that are both membership organizations and also sponsor professional development activities are: The College Placement Council, Inc., the related regional college placement associations such as, Eastern College Personnel Officers, Middle Atlantic Placement Association, Midwest College Placement Association, Southern College Placement Association, Southwest Placement Association, Rocky Mountain College Placement Association, and Western College Placement Association. There are many statewide organizations paralleling these.

Other relevant professional organizations are: the Association for School, College and University Staffing, American Personnel and Guidance Association, and several of its divisions: American College Personnel Association, National Vocational Guidance Association and the Association for Non-White Concerns in Counseling and Guidance. Many of these maintain state or regional chapters.

College Placement Services, Inc., sponsors institutes, workshops and meetings for career counseling and placement officers, counselors, administrators and faculty serving minority students.

F. Facilities and Equipment: Career Counseling and Placement Facilities

It has been amply demonstrated that accessible, attractive, and adequate facilities are highly conducive to an effective career counseling and placement program.

The first consideration is accessibility to the service by the students. Frequently those students who most need career counseling and placement services are least likely to seek them. Consequently, such an office should be located on campus in a building that is well within the flow of student traffic and that is on the first floor or a reasonably accessible, second or lower floor.

Second, the career counseling and placement office should be neat, attractive, and inviting. Many persons representing corporations and government will come to the college and will get their first, and sometimes only, impression of the college from this facility.

The facility should include an adequate waiting area, a place for a library of career information that is accessible, which includes displays, books and information, and space for audio-visual equipment such as, videotape cassette players and monitors. Because true counseling cannot occur in a noisy, exposed area, private offices are needed for all counselors and the director of the service. Interviewing rooms to be used on campus visits by employers should also be private. (Privacy - in this usage - refers to both visual and hearing aspects. Third parties should neither be able to see nor hear the interview.) Additional space is needed for files, work area, storage of supplies and forms.

If copying services are not available from a convenient source on campus, a good quality office copier and a duplicating machine should be included in the facility.

A 1975 survey of career counseling and placement office facilities appears in Appendix S on pages 290 and 292. "The Career Planning and Placement Handbook" (see bibliography) devotes one chapter to facilities and equipment and contains several office floor plans.

G. Budget

The budget provided to a career counseling and placement service depends heavily on its mission and role within the institution. The latter should reflect student needs and constantly changing priorities. Compromises need to be made to meet the reality of the limited resources available to the institution.

The cost of the various programs covered in these guidelines vary widely, some, as indicated, can be self-supporting.

Following is a typical budget allocation for the maintenance and operation of an established office:

Item	Percentage of Total Budget
Professional Salaries	57.0%
Clerical Salaries	28.0%
Student Wages	2.5%
Office Supplies	1.2%
Professional Association Dues, Subscriptions & Professional Journals	0.7%
Printing and Copying	1.8%
Repairs (Office Equipment)	0.3%
Career Information Library Materials	0.7%
Capital Equipment (New)	0.5%
Rental of Copying Machine	1.5%
Postage	2.9%
Telephone	1.5%
Travel	0.9%

Appendix S,"Career Planning and Placement in the Mid-70's," contains a review of financial and budgetary considerations for career counseling and placement services on pages 297 through 300.

H. Institutional Support and Commitment

Career counseling and placement is a function that cuts across many areas of college and university life. It not only serves students, it serves faculty, administrators, alumni/ae, and many corporate and government contracts outside the institution. This network of relationships is a key one, but often it is not recognized by college administrators.

A prime requirement in order that these relationships be beneficial to the institution is the continued interest and support of top administrators for the career counseling and placement function. Support not only means adequate budgetary and resource allocation but also active interest and even participation in the activities of the career counseling and placement service.

Institutional support can also be achieved by involving the career counseling and placement function in various activities of the institution. Representation on the curriculum committee recognizes the linkage that career counseling and placement has with the world of work and the need to bring information about changes in career requirements or new careers to the attention of the faculty.

Using information about what recent graduates of the institution are doing in their careers and relating it to the work of the admissions office is another means of attracting appropriate students to the college. Data of this type could be appropriately used in a college catalog.

An additional method of support is monitoring and evaluating the program. If a program is not reviewed on a regular basis, the persons involved in its operation will lose interest because they perceive that administrators place small importance on their work. Thus, monitoring the program and evaluating it are significant evidences of support.

Evaluations should be realistic and should not evaluate a program against predetermined norms but against established program objectives. Sometimes evaluation of a program to determine its ability to fulfill predetermined objectives also gives rise to the question of how valid or how realistic these objectives are. Therefore, in designing the evaluation procedure six questions should be addressed:

1. What are the objectives of the program?
2. Are the objectives appropriate for the contemporary situation and for the constituency being served?
3. Are the activities of the program consistent with its stated objectives?
4. Are all programs and activities designed to achieve those objectives?
5. Is there evidence of the objectives being achieved?
6. What are the resources available to carry out the program? Are they adequate and will they continue to be available?

I. Legal Implications

In recent years, procedures and records in all student personnel work and, particularly, the field of career counseling and placement have been affected by state and federal laws. It is essential that all officials responsible for this function be familiar with the provisions of and regulations pertaining to such laws as: the Civil Rights Act of 1964, the Employment Act of 1967, the Rehabilitation Act of 1973, the Family Educational Rights and Privacy Act of 1975. Officials should inform all their staff members of the provisions and implications of these laws.

Appendix X contains a list of questions asked in employment applications or interview situations that are potentially in violation of laws that are aimed at achieving equal employment opportunity. Although these examples are related to employment situations, career counseling and placement officers should know that regulations and court rulings have determined that college placement services are considered to be a form of employment agency and, consequently, are subject to the laws governing equal employment opportunity. Therefore, counselors should be aware of this implication and carefully consider the information requested on their forms and the questions or topics discussed in counseling interviews with students.

Recent regulations also affect college placement officers who administer employment tests, or who arrange for employers to conduct employment tests on their college campus. Such placement officers are liable in the event that the employment tests are legally challenged and proven to be non-valid.

The College Placement Council periodically issues guidelines describing the impact of national legislation. Also, it has developed waiver and release forms that comply with the regulations governing the Family Educational Rights and Privacy Act. These are included as Appendix W. Please note that students should not be required to sign these waivers or releases; they are optional.

Finally, it is suggested that the college or university's legal counsel be consulted about state and local laws that may affect the career counseling and placement services.

J. Ethical Considerations

The "Principles and Practices of College Career Planning, Placement and Recruitment," a document authorized by the College Placement Council, (Appendix Y) states that "it is in the best interests of candidates, colleges and employers alike that the consideration of careers and selection of employment opportunities be based on an understanding of all the relevant facts and that these considerations be made in an atmosphere conducive to objective thought." Sometimes the pressures of the recruitment process or exceptionally desirable qualifications possessed by an individual candidate result in actions which may be detrimental to the proper career development of the individual student, the goals of the college or university and the needs of an employer.

It is important, therefore, that college career counseling and placement officers be aware of unethical practices which circumvent the normal, open, process of recruitment and that they insist these practices be discontinued. If the career counseling and placement officer conducts his or her operations in an ethical manner there need be little concern about that officer requiring other individuals and organizations involved in the career counseling, placement and recruitment process to adhere to proper practices.

To administer and enforce the principles and practices stated in the aforementioned document, each regional college placement association and the College Placement Council maintains standing committees on ethical practices. They should be contacted whenever questions of interpretation or information arise.

This document provides a comprehensive overview of the field of career counseling and placement. It is the hope of the authors and contributing organizations that the document will be applied with flexibility and understanding to meet the human, organizational and economic circumstances which are unique to each institution of higher education.

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APPENDICES

A Model Career Counseling and Placement Program

PROFESSIONAL STANDARDS
FOR CAREER COUNSELING AND PLACEMENT

GUIDELINES FOR:

- ASSESSMENT OF SERVICES
- FUTURE PLANNING

CONTENTS

Rationale

Career Counseling and Placement:
Directions and Perspective

Guidelines

  I. Staffing
  II. Operations
  III. Facilities

Outcomes

References

December 1975

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RATIONALE

Over the years, non-classroom programs for students developed in answer to expressed needs. Thus in the early 1900s, many colleges had "employment offices" or "bureaus of occupations," etc., set up either in the business office, through alumni participation, or through the efforts of individual members of the faculty. These activities dealt with part-time employment and an attempt to assist graduates to find full-time employment. In addition, Departments of Education established teacher placement offices.

In the 1950s, to accommodate employer needs for candidates, placement officers were appointed, many of whom functioned as "traffic managers" who worked primarily to arrange schedules between employers and graduates. This type of operation in many colleges continued well into the '60s. However, in the late '60s and early '70s, conditions of the labor market became such that a college degree per se was no longer a guaranteed entree to the job market. In the light of these developments, career counseling for better career planning assumed an increasingly important place as a prerequisite to satisfactory placement.

For some time, economists, psychologists, and sociologists had been working in the fields of occupational structure and the factors which contribute to career choice. The latter were not confined simply to occupational information, but also included personal dynamics.

The complexities of such career counseling, planning, and placement obviously demand qualified personnel if higher education is to fulfill its declared mission to educate for life, which must of necessity include some type of employment. The fact that increasing numbers of students of a wide variety of ages and socio-economic groups are represented in our college populations gives added importance to the need for professional assistance.

For these reasons, and bearing in mind that there is a body of knowledge relevant to career counseling and placement, the following suggestions are presented for basic standards in the areas of staffing, operations, and facilities that should enable a college or university to provide a quality of program within the educational framework to assist in the career development of its graduates.

CAREER COUNSELING AND PLACEMENT: DIRECTION AND PERSPECTIVE

Career planning is a developmental process of the student. Therefore, as a part of the educational experience, career counseling and placement services must be available during the entire period of a student's academic involvement. This encompasses activities such as developing and teaching career planning courses; career counseling of individuals and of groups, including the development of decision-making skills important for life-long planning; maintaining career information libraries, as well as sponsoring career information programs. Optimal placement of the student in employment or further professional preparation is the prime objective of the career planning process.

- It is imperative that career counseling and placement be combined as an integrated function.
- It is desirable that career counseling and placement be organized as part of, or closely related to, the academic structure and that it serve as a key point of contact between the faculty and practitioners as well as between the institution and employers.
- Career counseling and placement should have the organizational capacity to share knowledge of labor market trends and employment requirements with the faculty to assist in curricular development and student advising.
- Responsibility for part-time and summer placement and for experiential education should be included within the career counseling and placement framework.
- Recognizing that an increasing number of mature women graduates return to the labor market and that many experienced alumni seek mid-career changes, career counseling and placement services should be provided to these individuals.

GUIDELINES

I. STAFFING

Professional staff members should be qualified in the areas of career counseling and placement. To assure the best quality of service for registrants, those who do career counseling should also do placement counseling and referral.

A. *DESIRED QUALIFICATIONS*

The qualifications listed below are those minimally desired. This should not preclude consideration of various combinations of education and experience to meet these preferred requirements.

1. Education

A Master's Degree. Appropriate degrees include those such as (but not limited to, depending upon the setting): Counseling Psychology, Guidance/Counseling, Personnel Techniques, Industrial Relations, Student Personnel Administration, Behavioral Management Science. Especially relevant to career counseling and placement are courses such as the following:

Counseling theory and techniques
Career development theory
Occupational information
Interviewing techniques
Interpretation of vocational tests
Theory of group dynamics
Socio-economic and ethnic implications for career planning
Occupational research and manpower employment trends
History, setting, and objectives of colleges and universities as social institutions
Principles of administration and decision-making, including theory and practice of organization and fiscal management (particularly appropriate for directors or those who hope to move to such a position)
Internship or practicum
Placement office operations

2. Experience

Accumulation of experience in work settings other than the academic. While no one person could hope to have experience in all of the fields of work in which graduates will find employment, the importance of non-academic work to the career counseling function cannot be overestimated. Such employment should have led to a basic understanding of a variety of career opportunities and a personal awareness of the realities of the work world.

3. Personal

Ability to function objectively and empathically with students, faculty members, administrators, and employers. Commitment to a continuing program of self-development in the field, which requires keeping abreast of those conditions and developments which affect the profession of career counseling and placement. Self-development also involves a willingness to participate in appropriate professional organizations.

B. SIZE OF STAFF[1]

Institutions differ in the composition of their respective student bodies and in the manner in which services are organized. However, sufficient professional staff is needed for outreach programs, career counseling in groups, career planning courses, individual career counseling, and placement counseling and referral for part-time and full-time employment. In some instances, professional staff time would also be involved in carrying out cooperative education and/or internship experiences as part of career exploration.

C. SUPPORT STAFF

Sufficient numbers of clerical staff members should be available so that the time of professional staff will be used to best advantage. Student aides, graduate assistants, research aides, and interns may also be employed, for example, in clerical operations and functions in such areas as the career information center and research. Interns from graduate programs can, under supervision, carry a limited load of student registrants.

D. ETHICAL PRACTICES

The career counseling and placement staff should subscribe to and abide by "The Principles and Practices of College Career Planning, Placement, and Recruitment."

II. OPERATIONS

Operations of a career counseling and placement office include the following segments:

Career Counseling and Planning for Undergraduates
Career Counseling and Placement Referral
Student Employment -- Part-time and Vacation
Relations with Employers
Relations with the University Community
Organization and Administration

---

[1] Statistics concerning counselor/student ratio obtainable to date are to be found in the References (p. 67).

Objectives and program for each of the above segments are as follows:

A. *CAREER COUNSELING AND PLANNING FOR UNDERGRADUATES*

Objectives

1. To assist the student at any point during the college years to:

   ... Analyze interests, aptitudes, personal traits, desired life style.

   ... Obtain occupational information including, where possible, exploratory experiences such as cooperative education, internships, etc.

   ... Set short- and long-range goals based on the above objectives with the understanding that, for the underclassperson, a broad occupational area may be the primary focus, with specifics left for a later date.

Program

1. Dissemination of information on the availability of career counseling through official college publications and catalogs, student handbooks, placement publications and brochures, announcements; presentations to academic departments, administrators, advising staff; bulletin board announcements, campus media; presentations to alumni association, community groups, high schools, etc.

2. Provision for career counseling service to the student at any point in the college program. Such counseling includes self-assessment in terms of the individual's needs, interests, aptitudes, traits of temperament, academic achievements; research of career information; establishment of short- and long-range goals. The service includes vocational testing and interpretation when it may be deemed appropriate. It may also include the development and administration of cooperative education and other types of experiential programs.

3. Career counseling through appointments with individual students, group counseling, career planning courses.

4. Making available career information through career programs and conferences; maintenance of occupational information center; collection of information on careers, market conditions, demands, trends; collection of information on employing organizations and, where appropriate, providing of field visits through employer contact.

5. Collection and maintenance of student records and staff notes for future work with the student (academic records, student personnel records, test scores and evaluations, academic adviser and faculty comments, staff interviewer notes, etc.). Attention must be given to requirements of the Family Educational Rights and Privacy Act of 1974.

B. *CAREER COUNSELING AND PLACEMENT REFERRAL*

Objectives

1. To assist the student or graduate to:

... Clarify objectives and establish goals.

... Explore the full range of employment possibilities.

... Present him/herself effectively as a candidate.

Program

1. Dissemination of information on the availability and use of placement services (catalogs, student services handbook, and other university publications; campus media, periodic placement office publications and announcements distributed throughout the campus community; presentations to student and faculty groups; regular orientation programs; presentations to professional, civic, and alumni groups).

2. Scheduling of group sessions for presentation of information on career counseling and placement services. Sessions on job-seeking techniques including preparation of data sheets, resumes, development of interview skills; use of the on-campus recruiting schedule, mail campaigns using employment sources such as the College Placement Annual, company information gathered from various other publications. Review of "Principles and Practices of College Career Planning, Placement, and Recruitment."

3. Registration of all candidates, students or graduates, seeking placement. (Registration forms, interview notes and other files, etc.)

4. Collection and maintenance of records and career information on candidates. (Personal information, educational records, work experience, career objectives, faculty references or evaluations.) Provision for release of information must be in keeping with established policy of the institution and the requirements of the Family Educational Rights and Privacy Act of 1974.

5. Arrangement of individual interviews to assist the student to:

... Reassess interests, aptitudes, needs, educational and experiential backgrounds, personal background, desired life style, and relate them to the realities of the labor market.

... Establish short- and long-range goals.

... Implement these goals.

6. Collection and provision of information on employment opportunities through various means to assure candidates widest possible choice of employment. (Presentations to employers including alumni and other groups by personal contact, letters, TV, radio, press, etc.)

7. Collection and dissemination of information on current employment market. (Conditions, demands, trends, etc.)

8. Offering of a variety of approaches to candidate-employer contacts. (Campus interviews, direct referrals, correspondence campaigns, personal contact campaigns making use of publications such as the College Placement Annual.)

9. Provision of information on employer organizations which hire graduates. (General information, policies, products, locations, requirements, career opportunities, financial reports, articles, graduates who are employers, etc.)

10. Provision of information on employer-sponsored graduate and special study programs.

11. Provision for a credential file for a stated period after candidate has left the college. (Updating procedure for credential files, career objectives, additional education or work experience, supplemental references, etc.) Attention must be given to the requirements of the Family Educational Rights and Privacy Act of 1974.

12. Conducting of follow-up studies of graduates and disseminating of information to appropriate segments of the college and employer communities.

C. CAREER COUNSELING AND PLACEMENT--STUDENT EMPLOYMENT: PART-TIME AND VACATION

Objectives

1. To provide work experience as part of an occupational orientation and career development program.

2. To provide financial assistance for students.

Program

1. Dissemination of information on the availability and use of student part-time, temporary, and vacation employment service. (College publications, catalogs, student handbooks, academic registration information; campus media, placement publications; brochures, announcements to college departments, presentations to student groups, etc.)

2. Offering of a variety of approaches to student-employer contacts. (Employment listings, direct referrals, campus interviews, correspondence, personal contact, etc.)

3. Registration of students seeking employment to provide information concerning skills, qualifications, and availability. (Registration forms, interviews, files, etc.)

4. Making students aware of employment sources and job-seeking procedures. (Organizations hiring students in part-time or vacation jobs, paid or volunteer; lists of organizations with summer jobs; special student employment programs, special experiential programs; procedures for applying for a job, for using placement services, for conducting a personal job-seeking campaign, etc.)

5. Using student jobs as an integral part of career orientation and development. (Jobs as a means of providing insight into possible future careers; relating jobs to academic major when possible, etc.)

6. Aggressively seeking employment opportunities through various means to assure as many jobs as possible. (Presentations to employer groups, alumni, personal contacts, letters, TV, radio, press, etc.)

D. RELATIONS WITH EMPLOYERS

Objectives

1. To provide employers the opportunity to consider candidates for employment. This applies to employers who conduct on-campus recruitment and to those who do not visit campuses.

2. To provide facilities and professional assistance to give the student maximum exposure to employers.

3. To obtain insight into occupational trends and employers' needs.

4. To provide opportunity for dialogue among employers, faculty, and administration.

Program

1. Provision of pertinent information to prospective and scheduled employers--curricula, degree preparation, academic calendar, estimates of enrollment by discipline, recruitihg logistics.

2. Setting a recruitment date well in advance and confirming it with the employer.

3. Exchange of information with employer representatives prior to visits concerning appointment schedules, desired applicant qualifications, and the like.

4. If requested, making arrangements for employer representatives to meet with faculty members and/or administrative staff members, at luncheons or individual and group gatherings in order to exchange information pertinent to the career counseling and placement of graduates.

5. Referral of candidates for recruitment interviews in accordance with mutually acceptable and appropriate specifications provided by employers prior to on-campus visits.

6. Making appropriate credentials available to interviewers, if requested, subject to the requirements of the Family Educational Rights and Privacy Act of 1974.

7. Active encouragement of employers to provide information concerning job offers, including salaries, to the placement office.

8. Referral of candidates to employers whose needs are usually continuous, whether or not a specific job listing has been placed.

9. Promotion of active employer representative participation in professional associations relating to placement and employment.

10. Exchange of information through on-site visits, exchange programs, etc.

11. Encouraging of compliance with the "Principles and Practices of College Career Planning, Placement, and Recruitment."

E. *RELATIONS WITH THE UNIVERSITY COMMUNITY*

Objectives

1. To achieve a working relationship which permits administration and faculty to make their fullest contribution to career counseling and placement.

2. To ensure that administration and faculty take a real interest in and give active support to an effective career counseling and placement program for students and graduates.

3. To ensure that the career counseling and placement program makes the fullest possible contribution to the instructional and research programs of the institution.

Program

1. Continuous and careful definition of the roles that administration and faculty can play in the career counseling and placement program; discussion of these roles with administration and faculty at every appropriate opportunity. (Annual reports, special reports, administrative conferences, etc.)

2. Full participation by career counseling and placement staff in campus activities. (Service on faculty organizations and committees, participation in general student orientation programs, classroom presentations, assistance in student club career programs, etc.)

3. Systematic cooperation with the faculty in obtaining and distributing information about specific jobs, referrals, and placements.

4. Setting up of arrangements, if requested, for employer representatives to meet with faculty members and/or administrative staff members at luncheons or individual and group gatherings to exchange information pertinent to the career counseling and placement of graduates.

5. Promotion of a systematic exchange of information on the qualifications of the student seeking employment and the graduate who has become an employee. Such exchange should convey from faculty to employers its estimates of students' potentials for particular assignments. It should convey from employers to faculty those appraisals of graduates and their academic preparation which have implications for a school's course of study. These appraisals should be supplemented by graduates' evaluations of their own education.

6. Collection and distribution to the faculty of information about part-time and summer jobs, consulting positions, etc., in industry and government.

7. Provision to administration and faculty of information concerning manpower needs and labor market trends which may be related to future academic planning and advisement.

8. Preparation and dissemination of annual and special reports including philosophy, current programs, statistical and interpretive information, proposed programs, problems and suggested solutions, staff activities.

F. ORGANIZATION AND ADMINISTRATION

Objectives

1. Organize the career counseling and placement office to effectively carry out its programs.

2. Maintain good relations with students, alumni, employers, and the university community.

Program

1. Participation with university administration in making decisions about career counseling and placement objectives and policies.

2. Development of programs to implement those objectives and policies.

3. Plan, obtain, and control an adequate budget for career counseling and placement operations. Such budgets should include funds for staff membership in appropriate organizations and attendance at meetings to enhance professional development.

4. Recruit and select professional career counseling and placement staff members and support staff.

5. Assign and supervise the functions and responsibilities of all staff members.

6. Establish effective procedures for carrying out policies and programs.

III. FACILITIES

A. Career counseling and placement activities and functions should be established in conveniently located space to provide optimal accommodations for students, employers, staff, and operations--reception area, interview rooms, occupational information center, display of company brochures, storage filing, student registration and sign-up areas, rooms for group meetings and conferences.

1. Interview rooms for both recruiters and counselors should provide privacy, adequate ventilation and lighting, sound-proofing, and power sources for audiovisual aids. Furthermore, there should be a sufficient number of such rooms to meet the ongoing needs of the program.

OUTCOMES

Assistance to students through the programs described, and the involvement of qualified staff members in the various programs, would answer the statements of the Carnegie Commission on Higher Education which reported in 1973 that, "Most of the evidence indicates that vocational counseling has tended to be a relatively weak component of college and university student counseling programs, which have, in general, given greater emphasis to the students' personal and psychological problems. We believe that, in view of the pronounced changes that are occurring in the job market for college graduates, institutions of higher education should place considerably greater emphasis on vocational counseling."

The Commission also recommended that, "Colleges and universities should take immediate steps to strengthen occupational counseling programs available to their students."

Adequate career counseling and placement would also provide an answer to a conclusion of the U. S. Department of Health, Education, and Welfare, Office of Education's Report on Higher Education: "...there seems to be a steady increase in the number of those who are capable of successful college work, but have little sense of purpose in their studies" and "...many people are in unsatisfactory jobs because of a dearth of information about their options."

There is evidence that students are seeking career counseling. The American College Testing Survey of a representative sample of more than 33,000 eighth, ninth, and eleventh grade pupils covered more than 267 questions. The most significant answer was that these pupils would like help with career planning. In colleges, however, the major emphasis for many years has been on psychological counseling and therapeutic procedures.

Furthermore, the most recent study by Daniel Yankelovich, "The New Morality--A Profile of American Youth in the 70s" (1974), states: "Another indication of the new careerism is the sharply increased proportion of students who come to college mainly for its practical purposes. As mentioned earlier, since 1968 we have divided college students into two major segments--those who regard a college education primarily as a means of advancing their careers, incomes, and social status (career-minded group), and those who say they are less concerned with the practical benefits because they take them for granted and are more concerned with the intangible benefits of a college education (take affluence-for-granted group). The latter group peaked in 1968 and has slowly declined each year since then. Simultaneously, the career-minded segment has increased, with the sharpest acceleration occurring in the last year or so." The size of the "career-minded group" has increased from 55% in 1968 to 66% in 1973.

Programs as outlined in this report should, if adequately represented in college catalogs and pre-admission programs, have a salutary effect in attracting students.

The development of viable and realistic career choice, of options and their ultimate implementation, demands the involvement of employers, administrators, faculty, and students. This is equally applicable to entry-level positions as well as graduate education leading to professional careers. This cooperative effort should result in financial and material support to colleges and universities and the development of a climate of mutual trust and cooperation. Community approval and support is of essential importance to institutes of higher education, both private and public. Satisfied alumni can do much to assist their respective alma maters in a variety of ways.

Perhaps, most important of all, is the alleviation of student and parental anxiety and skepticism concerning the meaning of the college experience and its possible outcome, particularly in the face of mounting costs of higher education. The acceptance by colleges and universities of responsibility for the solution of some of the problems involved in the relationship of education to satisfactory, productive goals upon graduation, should have a positive effect in this area of concern.

It should also be recognized that there is a changing student body. Higher education no longer has an "elitist" orientation. In addition to the undergraduates of ages 18-22 from a variety of socio-economic backgrounds, there are increasing numbers of persons returning to college to seek further career development. For both groups, adequate career counseling and placement is imperative.

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New Directions in Community College Student Personnel Programs. Terry O'Banion. Student Personnel Series, No. 15, American College Personnel Association, A Division of the American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009, 1971. $2.50.

The report stated that: a ratio of 300 students per counselor has been reported by an Illinois Community College. Also, that Harper College has a ratio of 300 per counselor, full-time equated basis, and is working toward 300 to 1 on a head count basis rather than a full-time equivalent basis.

Documents Pertaining to the Evaluation and Accreditation of Counseling Services. International Association of Counseling Services, Inc., An Affiliate of the American Personnel and Guidance Association, (address above), 1973.

This organization recommended that: "To insure adequate services, specific ratios for staff...should be established locally" (p. 32). Frequent review was suggested.

It was further recommended that counseling appointments should not "exceed 50-60% of the work day, to allow time for preparation of interviews and reports, updating institutional information, research, staff and faculty contacts, staff meetings, supervision and consultation, personal development, walk-in and emergency counseling cases, etc. The counseling load should be flexible and adjusted according to the counselor's involvement in group work, teaching, outreach projects, etc." (p. 34).

Further comments on counselor-student ratio were: "A basic line staffing ratio, based on annual student head count, shall be established and followed. A ratio of 1/500 should be a goal for all community college counseling centers and should be realistic, particularly when counselors are asked to provide time and service to the community over and above the ratio" (p. 27).

Evaluative Criteria for Placement Offices. Association for School, College and University Staffing. (available to members only).

An instrument developed by the Research and Innovation Committee, Chairperson, Alex Moody, Indiana State University, 1972. Checklist under Personnel, 3, "full-time equivalent staff are provided at a ratio of 1 full-time equivalent professional staff per 500 candidates."

FOUR-YEAR LIBERAL ARTS GRADUATES:

THEIR UTILIZATION IN BUSINESS, INDUSTRY, AND GOVERNMENT

-- THE PROBLEM AND SOME SOLUTIONS

A POSITION STATEMENT COVERING:

1. The Dilemma
2. Dimensions of the Dilemma
3. New Directions
4. Areas in Which Action is Needed
5. Conclusions

THE COLLEGE PLACEMENT COUNCIL, INC.

FOREWORD

The dilemma of the liberal arts graduate is becoming a well documented subject. Increasingly, educators, employers, legislators, parents, and students are expressing concern about the problems encountered by liberal arts graduates in, first, deciding what career paths to follow, and, secondly, finding employment.

Feeling that there must be answers, the College Placement Council named a special committee to study all aspects of the problem including some possible recommendations for enhancing the employability of liberal arts graduates. The matter is of prime interest to CPC, since it is the national professional association serving career planning and placement counselors on the one hand and the college recruitment personnel of employers on the other.

The CPC committee has studied the dilemma for a year, leading to the development of this liberal arts position statement, which was approved by the CPC Board of Regional Governors in January 1975.

CPC COMMITTEE ON THE UTILIZATION OF AND EMPLOYMENT INFORMATION FOR LIBERAL ARTS GRADUATES

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THE POSITION STATEMENT IN BRIEF

The tightening employment market during the first half of the 1970s has spotlighted a problem facing many college graduates: what can they do after graduation? The problem has become even more acute for liberal arts graduates, many of whom have difficulty identifying employment options other than those traditionally associated with a liberal arts background.

At the root of the dilemma is the age-old phenomenon of supply versus demand. Each year the number of college graduates increases, but the number of jobs requiring college training is not increasing proportionately. In 1960-61 there were 368,000 bachelor's-degree graduates. Projections by the U.S. Department of Health, Education, and Welfare indicate that by 1980-81 the number will increase to 1,005,000--almost three times as many.

The proportion of students in the humanities, social sciences, and other liberal arts disciplines is increasing also. In 1960-61, only 42% of the bachelor's graduates were in the liberal arts; by 1980-81, the ratio will be 58%. This means that there soon will be almost 600,000 liberal arts graduates a year, compared with 150,000 only 15 years ago.

The dilemma is compounded even further because of the shrinkage of jobs in two traditional sources of employment for liberal arts graduates, teaching and social service. While many liberal arts graduates continue to enter graduate schools to prepare for various professions, a growing number are already seeking immediate employment in business, industry, and government--often in vain for one reason or another. Some are unaware of employment options they could pursue, some take a passive attitude and procrastinate until late in the senior year before giving serious consideration to post-college plans, most have no skills of interest to employers. Obviously, the means must be found to make the graduate with a fundamental liberal arts education more aware of the work world and more competitive in the employment marketplace.

Employers will have to do their part as well. A May 1974 survey of employers by the College Placement Council revealed that liberal arts hiring has decreased in the last five years. Three-fourths of the employer respondents indicated that they filled less than 10% of their new college hires from the ranks of liberal arts graduates. Significantly, however, about three-fourths of these same employers indicated that they would hire more liberal arts graduates if they had certain business-related courses or if they had done co-op or other experiential work.

Resolving the liberal arts dilemma requires a concerted effort by all parties: colleges and universities, employers, government, and students. The alternative is a continued increase in liberal arts unemployment. A U.S. Bureau of Labor Statistics study of unemployed 1971-72 graduates found that humanities and social sciences had the highest percentage of unemployment in the surveyed group--more than double that of all other fields.

In its conclusions, the College Placement Council recommends that:

COLLEGES AND UNIVERSITIES

- Make available a broader selection of elective courses that would benefit liberal arts graduates in a work environment.
- Provide opportunities for all types of experiential education (cooperative education programs, scheduled part-time and intermittent work-learn experience, internships).
- Provide greater support, from the freshman year on, to the career planning and placement function as an important link in the overall educational program.
- Introduce a career planning course and encourage students to take it no later than the sophomore year.
- Involve faculty members as specialized career advisors.

EMPLOYERS

- Re-examine job specifications, bearing in mind that a basic liberal arts education produces a person who is capable of growth and is educable in a continuing sense.
- Participate actively in cooperative education, internship, and career information programs.
- Give financial support to areas clearly identified with career planning objectives.

FEDERAL GOVERNMENT

- Provide additional financial assistance for career counseling programs and cooperative education experiences at colleges and universities.
- Intensify efforts to develop and disseminate information on occupational trends.
- Create more career materials for college students, utilizing all media.

STUDENTS

- Take advantage of career planning programs early, preferably by the sophomore year.
- Select a minor or elective courses that will demonstrate interest in business, industry, and government.

- Take part in experiential programs offered by colleges and employers.

- Identify employment options and remain flexible regarding career decisions.

- Recognize that, once employed, progress will depend upon continuing education and training.

The liberal arts dilemma has become a problem of deep national concern, and only a strong national effort can produce meaningful solutions. Hopefully, this College Placement Council position paper will serve as a catalyst.

THE DILEMMA

What does one do after college?

This is a question being asked by many: students, parents, legislators, employers--and also by enlightened college administrators and faculty members seeking to better prepare their students for the complicated, fast-changing world they will enter upon graduation.

Finding the answer presents a dilemma. First, there are many more students than ever before, and each year the number grows. Not only are there more students, but many increasingly are coming from a wider range of socioeconomic and ethnic backgrounds. All of this adds up to an enormously large and heterogeneous supply of college graduates, unprecedented in the nation's history.

Then, there is the other side of the question--demand. What happens to college graduates is influenced, of course, by the nation's economic condition. This is particularly true in a tight economy when employment opportunities are diminished.

For those who are not sure of their career goals, or are having trouble relating their college education to types of employers and jobs, the problem can become acute.

This report addresses itself to one main issue: what can the liberal arts undergraduate do, while in college, so that employment options will be available upon graduation? The particular focus is on options, primarily in business, industry, and government.

In the early 1960s, the demand for college-educated employees grew by leaps and bounds. This was one impetus for the increase in college enrollments. Total bachelor's degrees conferred and prognosticated are as follows ("Projections of Educational Statistics to 1982-83," 1973 edition, U. S. Department of Health, Education, and Welfare):

1960-61	368,857
1970-71	839,730
1980-81	1,005,000

Both the number and the proportion of students in the liberal arts are increasing: 1960-61, 42% (154,875) of the bachelor's graduates; 1970-71, 51% (427,720); and in 1980-81, projected to 58% (587,140). Many of these liberal arts students opt for professional careers--which, in fact, may not be available. Furthermore, the vast majority have been found to be uninformed as to appropriate career opportunities.

The picture of the '70s is very different from that of the '60s. Tight labor markets, increased cost of higher education, the curtailment of traditional fields such as teaching--together with increased enrollments--are causing students, prospective students, and many faculty members to take a new look at their futures.

There is obviously a need for better and earlier career planning--for definition of options and then identification of specific jobs. Many liberal arts candidates are interested in careers in business or government, but the prime question for the non-technical, non-business student is: How can the goal be achieved? How do majors in the humanities, social sciences, and other liberal arts pursue their prime fields of academic interest and still make themselves employable upon graduation?

Generally speaking, liberal arts faculties have been concerned with "pure education" and have felt no need to be concerned with what happens to the graduate--and this, in spite of the fact that most institutions have maintained that they are educating the "whole person." If this be so, then is it not logical to give consideration to what happens when the college course is completed?

Certainly it should be possible to accept the liberal arts concept of "education for life," bearing in mind that life, for most, includes a high percentage of time spent in earning a living. However, earning a living includes the achievement of a degree of intrinsic satisfaction in one's work and a sense of contributing to society.

The answers need not be "either-or's"--for no one has a crystal ball. During the past few years, important reports on higher education have appeared. The Task Force on Higher Education of the U. S. Department of Health, Education, and Welfare, chaired by Frank Newman, issued a landmark report which bears careful reading. Some of the points particularly relevant to this report are: "...with the exception of summer jobs, most young people in college have no first-hand knowledge of any occupation save that of being a student...There was a time when most faculty could be counted on to provide students with a perspective that extended beyond the limits of the campus. No longer is this the rule." The report further states: "The sum of all these circumstances leaves many students unprepared to make sound career choices."

There is no intent here to question the value of the liberal arts. If, in fact, study of the liberal arts increases knowledge, broadens the viewpoint, teaches how to think, analyze, synthesize, how to express oneself lucidly both orally and in writing, and leads to an examination of values and attitudes, then the liberal arts provide the broad base required in a world that changes rapidly, that calls for flexibility and adaptability.

DIMENSIONS OF THE DILEMMA

Concerns for the quality and goals of higher education in general, as well as questions about the employability of graduates, have been expressed by a wide variety of publics, particularly during the past two to three years.

In his speech at the summer commencement at Ohio State University, President Gerald Ford spoke of the problems facing today's graduates. He said, "The first of these problems is summed up by the editor of your campus newspaper. She reports that the one dominant question in the minds of this year's graduates is very simple: How can I get a job that makes sense as well as money?" President Ford also said, "Although this Administration will not make promises it cannot keep, I do want to pledge one thing to you here and now. I will do everything in my power to bring education and employers together in a new climate of credibility...".

An American College Testing survey of a representative sample of more than 33,000 eighth, ninth, and eleventh grade pupils covered more than 267 questions. The most significant answer was that these pupils would like help with career planning. In colleges, however, the major emphasis for many years has been on personal counseling and therapeutic procedures.

The most recent study by Daniel Yankelovich, "The New Morality--A Profile of American Youth in the '70s" (1974), states: "Another indication of the new careerism is the sharply increased proportion of students who come to college mainly for its practical purposes. As mentioned earlier, since 1968 we have divided college students into two major segments--those who regard a college education primarily as a means of advancing their careers, incomes, and social status (career-minded group), and those who say they are less concerned with the practical benefits because they take them for granted and are more concerned with the intangible benefits of a college education (take-affluence-for-granted group). The latter group peaked in 1968 and has slowly declined each year since then. Simultaneously, the career-minded segment has increased, with the sharpest acceleration occurring in the last year or so." The size of the "career-minded group" has increased from 55% in 1968 to 66% in 1973.

The same study presented respondents with a series of five alternative actions. They were first asked to indicate which of the plans interested them. The levels of interest expressed by the college group were as follows:

	Choice of College Students
A Six-Year Job-and-College Program where the person works steadily at the job and gets a college degree for both work and formal courses taken at a nearby college.	82%
A Career-Planning Year exposing the person to many different fields and job opportunities and featuring career counseling.	80%
New Types of Apprenticeship Programs in industry, the arts, unions, or service organizations, where the person is paid minimum wages while he learns high-paying skills.	60%
New Types of Technical Schools offering certified training for skills needed in expanding industries.	47%
A Start-Your-Own-Business Program featuring training and interest-free loans.	44%

Respondents were then asked which one of the plans they might be most interested in. The Six-Year College Work Plan was the favorite (48%) of the college group. Next was the Career Planning Year--chosen by one out of four.

In order for the liberal arts student to move into satisfying employment upon graduation, some skills and familiarity with the work world and its operation may well make the difference between getting a job and not getting one. The following statistics relate to this point. In an article in the Spring 1974 issue of "Collegiate News and Views," a survey of 100 companies is reported. The question was asked: "When hiring, is your company interested in the business major or the liberal arts major?"

In 1965: 38% were interested in the Business Major
12% were interested in the Liberal Arts
50% were interested in Either

In 1972: 81% were interested in the Business Major
0% were interested in the Liberal Arts
19% were interested in Either

In May 1974, the College Placement Council surveyed 1,915 employers concerning their recruitment of liberal arts graduates. Replies were received from 698 (36%). Over-all, it was found that liberal arts hiring has decreased compared with that of five years ago. During the 1973-74 college year, 32% reported hiring no liberal arts graduates compared with 24% five years ago.

Of the employers surveyed, 76% filled less than 10% of their total new college hires from the ranks of liberal arts graduates. About three-quarters of these same employers indicated that they would hire more liberal arts graduates if they had certain business-related courses or if they had done co-op or other experiential work. Of the employers who reported no current liberal arts hires, half would consider employing these graduates if they had business-related courses or if they had done co-op or experiential work. This response takes on added importance in view of the fact that only about one-quarter of the employers have special programs designed to train liberal arts graduates.

A recent research report of the Western College Placement Association, "Employer Attitudes and Opinions Regarding Potential College Graduate Employees," gives further reinforcement to the concept that a liberal arts major is regarded as "neutral or somewhat undesirable" by most employer groups. However, the addition of a minor in business was rated as positive, and even a single course in accounting or administration was rated as a mild positive influence by about half the group. Work experience, part-time employment, cooperative education, or intern programs were viewed positively.

The College Placement Council's newsletter, Update, October 1973, states that the Council's June 1973 survey of business, industry, and government recruiting activity indicated the proportion of bachelor's-degree graduates hired would be 25% engineering, 8% science-mathematics-other technical, 35% business, 13% other non-technical, and 18% unclassified. On the supply side, the proportions of the 1972-73 graduating class were 5% engineering, 16% sciences-math-other technical, 13% business, and 66% other non-technical (including education). For the 1980-81 graduating class the proportions are projected to be 3.6% engineering, 16% science-math-other technical, 12% business, and 68% other non-technical.

The proportion of unemployed 1971-72 graduates in each major field of study, disclosed in a Special Labor Force Report of the U. S. Bureau of Labor Statistics, pointed up the same weak spots. Humanities and social sciences had the highest percentages of unemployment in the surveyed group--more than double that of all other fields.

NEW DIRECTIONS

STUDENT REACTION TO LABOR MARKET

Anxiety generated by labor market conditions may well cause over-reaction by students. This happened during the period when the employment of engineers hit a low spot a few years ago. Engineering enrollments declined as a result, and now there is a dearth of engineers.

As a direct outgrowth of student concern, there are indications of movement of liberal arts students toward enrollment in business courses and an increase in the number of arts sophomores declaring business school majors. Thus far this appears to be on a limited scale and at the initiative of the students themselves, rather than as a result of concern of the arts faculty or administrators. The most popular courses being selected, apparently on a random basis, are in the areas of economics, finance, management, and marketing.

If a happy medium is to be achieved, earlier and better counseling of students is necessary in order to help them plan for "options" rather than absolutes, i.e. addition of immediately applicable courses to the liberal arts base rather than abandonment of the liberal arts.

EXPERIENTIAL EDUCATION PROGRAMS

Cooperative education, internships, and scheduled part-time and intermittent work-learn experiences have as their goal exposure to the world of work. This exposure can be particularly beneficial to the liberal arts student. In the absence of clear-cut career options, structured part-time or intermittent work can have a profound influence on the student in shaping value standards, in examining interests, in analyzing areas of success and difficulty, in relating to other than peer groups, in assisting in course selection, in assessing the relevancy of theory, and ultimately in coming to grips with career goals. In addition, the financial benefits of paid experience help many a student to remain in college.

It is interesting to note that, while technical education has dominated the field of experiential education, recent developments suggest movement in the direction of non-technical or liberal arts programs.

Basic to successful experiential education programs is close liaison between the college and the employer, to the end that jobs are specially structured to include learning components, supervision, and reports to the college on the student's growth and progress. Academic credit is given for many of these programs.

Cooperative Education Programs. The traditional program provides alternating semesters of full-time classroom study and full-time paid work experience. Frequently, the program is built on a five-year plan, with the first year spent in full-time study.

Scheduled Part-Time and Intermittent Work-Learn Experience. The development of scheduled part-time or intermittent work experience has assumed new importance during recent years. Though the work activity in this type of experiential education is sometimes not directly related to the academic major, the student is provided with meaningful, relevant, and interesting experience which can be identified to varying degrees with the academic field.

Internships. Student internships have assumed many forms in recent years, paid and non-paid, volunteer and community service, full-time and part-time during specific periods of the year, summer work only, or required one- to two-semester work-site projects prior to graduation. In most cases, however, an internship involves either a prerequisite work-site project related to the student's major or it involves a series of full-time work experiences leading directly to an offer of employment by the organization which selected the student as an intern.

Miscellaneous Job Experience. Equally helpful and often much more accessible to the liberal arts student may be the whole gamut of miscellaneous part-time or full-time job exploratory experiences which may be arranged by the student or through the college placement service. These jobs cover the spectrum, and from experiences in them the liberal arts student not only obtains financial aid, but also can explore self-identity, screen out likes and dislikes in a real-life job situation, and pinpoint realistic short- or long-range career goals.

Many institutions of higher education offer one or more of the above types of experiential education; only a few provide opportunities for all variations of these four types of work-learn experience. Notable for its diversity of work-learn-experiential education programs for the liberal arts student is the Professional and Occupational Broadening Experience (PROBE) program of the University of California, Davis. Because of the innovative concepts present in the total program, it is being followed with great interest by the academic community.

CAREER PLANNING COURSES

One of the problems faced by career planning and placement offices is that of trying to reach and help large numbers of students with a small professional staff.

Group counseling has been one solution. Another is the use of a career planning course, particularly during the freshman or sophomore years. These courses vary in content, but have as their prime goal the exposure of students to the variables involved in a career choice, such as self-analysis, career information, decision making, selection of career areas and establishment of short- and long-range goals.

AREAS IN WHICH ACTION IS NEEDED

There appears to be a consensus that there is great value in a broad education which will produce a "whole" person, i.e. one who possesses an in-depth cultural understanding, who is adaptable, and who is capable of continuing growth. While many students with a liberal arts background continue into graduate education, increasing numbers are seeking immediate employment in business or government where that background can contribute ultimately and notably to their professional advancement. But means must be found to include with the liberal arts such courses as will make the graduate more "marketable" for business and government. The urgency of providing this capability increases as traditional fields of liberal arts employment such as teaching and social service become less available.

As mentioned earlier, there has been an indication that business and government increasingly seek graduates who have some atunement to the work world and who can bring some adaptably usable knowledge to the marketplace. If progress is to be made, however, action is needed on the part of academicians, employers, government, and students. The following are some suggestions for action.

THE ACADEMIC

Dr. Lester L. Hale, former vice president of student affairs, University of Florida, conducted a study of practically all aspects of that campus community. In commenting on the faculty role he says, "From the standpoint of students, the faculty person is 'where it's at.' From the standpoint of administration and funding, the faculty is where the 'line-items' are and where there is professional and substantive expertise to meet student needs for academic advice. From the standpoint of the faculty, there are many who have entered teaching as a profession not only because of their interest in subject matter but also for their interest in helping students. Faculty personnel must be used more effectively in out-of-class advising relationships with students if the university is to be personalized."

Dr. Hale adds, "The convergence of career choice with curricular planning is that crucial point at which a student most needs a faculty friend. It is entirely possible that a faculty person in the departmental discipline or career cluster of a student's choice can become a new breed of humanitarian-academician who could replace the simplistic dean of the early 1900s. A teacher can become not only an academic and career advisor, but also a personal friend."

Encouragement from both faculty and career counselors is needed to motivate students to include, with whatever major they choose, elective courses or minors which would be immediately applicable upon graduation; for example, four or five "core" courses which could be offered by the economics department or other departments of a liberal arts college as well as by the college of business at a university. The following courses would, in all probability, greatly enhance a student's career options: Communications - Verbal, Communications - Written, Principles of Management, Business Economics, Principles of Accounting, Introduction to Data Processing, Human Relations, and Organizational Theory.

Students could use additional electives to pursue interests they might have in specialized areas. Some examples of such courses are: Marketing Concepts, Retailing, Finance, Sales Management, Fundamentals of Risk and Insurance, and Quantitative Methods/Statistical Analysis.

Such a nontraditional approach has been instituted at California State University, Los Angeles. In cooperation with the School of Business and Economics, the English Department has created four mini-minors in Accounting, Management, Statistics, and Business and Business Economics which English majors are encouraged to follow in order to add substantially to their employability.

More emphasis by academia should be directed toward the area of career planning and placement on a continuum--beginning no later than the sophomore year for career counseling, continuing with experiential programs, and culminating in placement.

Outreach programs should be initiated where necessary to involve students in this early career counseling. Further, one of the concomitants of an expanded career counseling program is the need to seek out additional and more varied opportunities with employing organizations which do not recruit on campus.

Such an approach will enable students to set goals, make career choices which involve an understanding of existing options, and take advantage of courses and experiences that help in their total development and their entrance into the mainstream of employment upon graduation.

In addition to increased faculty involvement, more trained personnel are needed in the career planning and placement offices of the nation if the large numbers of students now in colleges and universities are to be reached and helped in a meaningful, realistic manner. In the final analysis, this means adequate budget allocations.

Dr. Hale's report, previously cited, calls for an integrated and well-coordinated system of career education, counseling, and academic advising. Essential parts of the proposed study include "...a sensibly structured career education program and a special cadre of selected faculty members as career and academic advisors." Supporting these would be a centralized agency, the Career Counseling, Planning, and Placement Center. This central office would focus on the full continuum of career counseling, from self-evaluation and vocational assessment, through vocational information and curricular planning, and ultimately to job placement.

Dr. Hale goes on to say that, "The object of all teaching and much research is the students and their educational growth and personal development. Professional personnel in Student Affairs are academically capable of teaching and conducting research that will contribute to that growth and development, and should be encouraged to do so. Only by giving academic status and credibility to the qualified programs and people in Student Affairs can such encouragement be given. Administrative and professional personnel in Student Affairs should be as much a part of the faculty as are mathematics instructors and political science professors."

Career planning and academic advisement are important for all students, but especially important for those who have no role models and little knowledge of the areas in business, industry, and government that are open to them. Women in particular should be made aware of the opportunities that are available, for they are far less likely to have been exposed to the same academic and career motivators that function for many men. Women and minorities are still thinking in terms of traditional, non-business careers at a time when business, industry, and government are actively seeking to bring them into the mainstream of management.

The Carnegie Commission on Higher Education reported in 1973 that, "Most of the evidence indicates that vocational counseling has tended to be a relatively weak component of college and university student counseling programs, which have, in general, given greater emphasis to the students' personal and psychological problems. We believe that, in view of the pronounced changes that are occurring in the job market for college graduates, institutions of higher education should place considerably greater emphasis on vocational counseling."

These conditions have led the Carnegie Commission to recommend that, "Colleges and universities should take immediate steps to strengthen occupational counseling programs available to their students.

Felix C. Robb, director of the Southern Association of Colleges and Schools, has stated that, "Each college and university worthy of survival in the 1980s should transform its placement office into what might be called 'a career development center'." This center should not only subsume the responsibilities of the traditional placement office, but would employ modern technology and systems approaches in becoming a useful learning resource for students, faculty, and alumni. It would provide career orientation information for individuals and groups, with an emphasis upon individual exploration of career alternatives and potentialities. Its special value would be in guidance and in the degree of comprehensiveness, not now in existence, and the greater reliability of facts about current and prospective job markets."

Dr. Robb goes on to say: "The career development center should be able to work productively and individually with entering freshmen as well as with seniors and graduates. It can prevent premature or unnecessarily delayed vocational decisions, encourage rational career choices, and provide an early warning system to detect personal problems related to career development. Another valuable future function is the blending of work and study in a manner to foreshorten the prolonged period of adolescent dependence now characteristic of most American college campuses."

THE EMPLOYER

With maximum utilization of human resources as the objective, all employers--business and industry, as well as government--should re-examine their job specifications, bearing in mind that a basic liberal arts education produces a person who is capable of growth and is educable in a continuing sense. As a result of equal employment opportunity regulations and guidelines, employers are already revamping selection criteria believed to have implicit or explicit sex or racial bias. At the same time, many other traditional employer assumptions regarding employment qualifications are being questioned. Development of realistic job requirements, based on non-discrimination in the broadest sense, could significantly expand the career horizons for liberal arts graduates.

Employers should make available carefully planned and well supervised experiential work programs to provide relevancy between education and work. In assuming this responsibility, employers make a commitment to the education of youth, but one that also can be self-serving. Successful programs in cooperative education, internships, etc., have proved that undergraduate students can be productive employees, that this training, begun early, pays off when the student graduates and becomes a full-time worker. If, on the other hand, the match proves not to be a good one, termination at that point has advantages over turnover during regular employment.

Employers have a clear obligation to the academic community. In cooperation with career planning and placement offices and the liberal arts faculty, they should assist in the orientation of students through participation as panelists and speakers in the classroom and in the career planning courses that are proliferating nationwide. Many corporations already contribute financially in various ways to institutions of higher education. However, there are new areas in which the allocation of even modest sums could yield disproportionate benefits if given to the support of model, career information, and work-learn programs, and to professional development institutes for college personnel.

GOVERNMENT

Effective projection of manpower needs is sorely lacking. It is difficult to identify where opportunities may lie in the future unless more timely and more accurate assessment of trends is made. This is a difficult task, but some further efforts on the part of government should be undertaken in cooperation with appropriate professional groups.

Occupational information prepared with the college student in mind is needed. While written material prepared by the U. S. Bureau of Labor Statistics has been helpful, perhaps the time has come to think in terms of other media such as audio and/or audio-visual.

The Federal Government should provide funding to colleges and universities for expansion of career counseling services at the four-year college level. Although consideration has been given to Federal funding for career education at the high school and two-year college level, it should be provided at the four-year college level as well.

THE STUDENT

It is imperative that liberal arts students become involved in early career planning to insure awareness of available options since, all too frequently, they defer career exploration until the senior year.

They must also be made aware that, while preparation for getting a job--which includes academic planning--is of the essence, keeping a job and progressing in a career will require continuing education and training.

Additionally, the inclusion of "practical" elective courses, such as those mentioned earlier, has benefits that apply in areas other than obtaining a beginning job. These business-related courses are as much a "preparation for life" in today's society as are the humanities, when, for example, an individual works with volunteer civic agencies, serves on church boards, manages personal or financial affairs, or simply acquits the responsibilities of an informed citizen.

CONCLUSIONS

The Newman Report on Higher Education concludes that, "...there seems to be a steady increase in the number of those who are capable of successful college work, but have little sense of purpose in their studies" and that "...many people are in unsatisfactory jobs because of a dearth of information about their options."

U. S. Education Commissioner T. H. Bell has reinforced this conclusion. In remarks quoted in The Chronicle of Higher Education of January 17, 1975, Dr. Bell stated: "I feel that the college that devotes itself totally and unequivocally to the liberal arts today is just kidding itself. Today we in education must recognize that it is our duty to provide our students also with salable skills." Additionally, "Many would argue that a student need merely master the basics in the liberal arts and humanities to be well on the way to becoming educated," he said. "As I see it, this is far too narrow a view of education. Education is preparation for life, and living without meaningful work is just not living life to its full meaning and purpose..."

In the present and projected climate of employment, it is obvious that realistic career planning at an early stage is a necessity if college graduates are to find appropriate and satisfying employment. It is equally important that students be made aware of the options that may be available to them upon graduation.

Such career planning calls for the involvement and cooperation of a wide spectrum of publics: colleges and universities, employers, government, and students.

COLLEGES AND UNIVERSITIES. An immediate need exists for expanded choice of courses in the form of minors or electives, for experiential education opportunities (cooperative education, internships, part-time and summer opportunities), and for career planning courses. Particularly important is the recognition that, in addition to faculty involvement with academic and career information, an adequate corps of specialists in career counseling and placement is essential. It is vital that students have the opportunity to work with counselors who are knowledgeable about the wide range of careers and jobs, who have no commitment to a specific discipline, but who will work with students to help each one develop particular goals. Those who work in the area of career planning should also be involved in an ongoing program of placement so that the career planning is done in the context of reality and not in an academic vacuum.

EMPLOYERS. All types of employers should lend their expertise and active support to special experiential work programs, such as cooperative education, internships, etc., to career information programs, and to the re-evaluation of the employment picture, with special attention to the area of job requirements. Consideration should also be given to financial support of areas clearly identified with career planning objectives.

GOVERNMENT. The Federal Government should intensify its efforts to develop and disseminate information on manpower trends, to create career materials for four-year college students, and to provide funding for four-year college career counseling programs.

For all three, there is a responsibility to maximize the educational experience for each individual.

STUDENTS. General career planning should begin no later than the sophomore year, with recognition by students of the need for career exploration. Students must also accept the fact that employment progress will depend upon continuing education and training.

It is only when the career development of students is seen as part of the total educational process that movement toward adequate, professional services will occur within the colleges and universities. Such service will benefit the students for whom the colleges and universities exist, the employing community, and society in general.

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MISSION OF THE OFFICE OF CAREER PLANNING AND PLACEMENT

(Courtesy University of Rhode Island)

> *"Consistent with the University's land-grant tradition, preparation for a life's work and for intelligent and responsible citizenship is a major goal of instruction."*
> ---(University of Rhode Island Undergraduate Bulletin)

If a major goal of the University of Rhode Island is to prepare students for the application of knowledge, it follows that services must be provided which afford students the opportunity to explore themselves and the world of work within the context of their total post-secondary educational experience. Quality counseling and career/life planning programs need to be an integral part of the student's total education at a University with such a commitment to the individuals it serves.

The Career Planning and Placement Office perceives its mission as involving two principal functions: (1) career development and/or planning and (2) actual career/job placement. These functions may be defined and subdivided as follows:

Career Planning

a. Career Development - encouraging and assisting students to think and learn more about their interests, values, skills, personal assets, and life goals as a basis for choosing and preparing for careers.

b. Career Counseling - assisting students to understand the realities of the world of work and to realistically relate their own career interests, goals and needs to the opportunities available.

Placement

a. The assembly of data on currently available positions, initiating and cultivating employer contacts, and disseminating information to both students and employers.

b. Provide the means for contacts between candidates and employers through the campus interview program, job listings, directories and placement resources, job/candidate match and referrals.

c. Follow-up services such as conducting post-placement checks and gathering data to improve career development, career counseling or placement procedures and techniques.

The development-planning function is most frequently and efficiently addressed within a group context and reflects a holistic approach to career counseling. While some aspects of the placement function can be accommodated in workshops and other group settings, they are often carried out on an individual basis and typically become an area of concern during the final phases of a student's academic preparation.

Both functions are considered to be equal in importance and provide the philosophical foundation upon which the Office of Career Planning and Placement operates.

The Office of Career Planning and Placement offers a continuum of services---a comprehensive program to help students to understand themselves, to understand the relationship between academic and vocational choices, to discover and develop alternatives, and finally, to help them make the transition from the academic world to the world of work. It seeks to achieve these goals by making available to students the following services:

1. Career Counseling - individually, in groups and in seminars, workshops and mini-courses covering value clarification, skills identification, personal needs, life goals, and decision making.

2. Placement Counseling - individually, in groups, classroom presentations, seminars and workshops covering options and alternatives as well as planning and implementation of effective job search strategies including resume preparation and interview techniques.

3. The URI Placement Manual - a comprehensive booklet prepared especially for University of Rhode Island students to help them in the final phase of their career and placement planning.

4. A Career Library - including information on careers and career development, job hunting techniques and strategies, employers and employment (including summer jobs and internships), graduate schools, and an index to career related holdings in the main library.

5. On-campus interviews - a program developed to provide seniors and graduate students with a convenient means of contacting prospective employers on campus during the fall and spring semesters.

6. Referral services and employer listings of employers not recruiting on campus.

7. Continuing service as alumni.

A direct by-product of these services is the valuable feedback to the campus community about employment, salaries, and the labor market in general and the relationship between college majors and employment prospects in particular.

Toward a career!

Service for Students

Class of 1977
Career Planning & Placement
University of Rhode Island

Career Planning & Placement

The Office of Career Planning and Placement serves students, faculty and alumni.

Your career deserves your early and careful attention. Career Planning and Placement may be defined as the process of assisting the individual to choose a career, prepare for it, enter upon it and progress in it. Obviously then, it is concerned with students all through their college experience and with all manner of careers including those for which graduate study is required, not just with seniors who are involved with the narrow and immediate problem of employment in business and industry.

Successful "placement" for the individual will be the culmination of

1. A complete understanding of oneself, one's interests, aptitudes, motivations, strengths, and weaknesses.
2. A complete understanding of the nature of and requirements for the opportunities available.
3. A carefully organized plan for getting a job.

Ralph Waldo Emerson said, "Our chief want in life is someone who will make us do what we can — this is the service of a friend." This is the role which your placement service is trying to fill.

The keynote of placement is service — first to the student, then to the faculty, administration and employers.

Programs

Career Planning. This involves counseling for the undecided student early in the college experience. Although the needs vary from student to student, the elements of the program include decision-making skills, value clarification, needs/life-goals assessment, and skills identification as a basis for choosing a course of study.

Vocational Counseling. This stage of counseling is for the student, usually a junior, whose broad goals are relatively clear and for whom choosing a career is the issue. This provides the opportunity to test the results of career planning and academic choice.

Placement Counseling. This program teaches how to find a job.

Placement. The ultimate goal of the process is employment. Toward this end, the office maintains contact with many employers, who offer both summer and full-time jobs.

Feedback to Faculty and Administration. The office provides information concerning graduates and their progress within their chosen fields. It is also a continuing source of information relative to speakers, plant visits and field trips, and provides information about the nature, requirements and the number of opportunities available in all fields.

Alumni Placement. All services available to undergraduates are available to graduate students and alumni.

Resources

Career Placement Library. A comprehensive collection of career development and placement information providing general and specific career materials. These include a vocational pamphlet file by subject; special and graduate schools information; employer directories and college relations material; federal and state, minority, service oriented information; as well as guides to the mechanics of job hunting; actual employer opportunities in fields of education, business, industry and service. Provided is a browsing area, reserve shelf materials, reading area, directory for career library and referral to major career resources in the main university library.

Counseling. Career counseling, vocational counseling and placement counseling are accomplished through workshops, credit courses, seminars, class discussions, and one-to-one appointments.

What can you do?

Undergraduates. Get acquainted with the office and the staff early. We can serve you best if we know you. Use the services to investigate thoroughly the world of work and to discover the career alternatives most suitable for you.

Seniors and Graduate Students. Register early.

Faculty. Encourage your students with career problems to use the service and urge your seniors to register.

Location and staff

The Office of Career Planning and Placement is located at 70 Lower College Road (next to the Union).

Raymond H. Stockard, Director
Russell G. Gilmore, Assistant Director
F. Marie MacDonald, Career Counselor and Educational Placement Coordinator
Janet Montgomery, Career Counselor

Hours — 8:30 a.m. to 4:30 p.m., weekdays.

SUMMER ORIENTATION PROGRAM

(Courtesy Iona College, New Rochelle, New York)

Students' success in college is directly connected with their ability to clarify goals, understanding what the experience of college can be, and personal adjustment to college life. In order to make the transition from high school to college as smooth as possible, Iona offers its freshmen an opportunity to participate in a summer program designed to prepare high school seniors to cope effectively with the adjustments that the college experience will demand.

The students who register for this program meet four consecutive evenings starting on a Monday and ending on a Thursday, in either the second or third week in July. Each meeting lasts from 7:00 until 9:00 P.M. The number of students in any one group is limited to 15 to insure maximum participation by the students in the discussion.

The discussions cover the following subjects:

- the emotional and physical adjustments that will be necessary
- the reasons why students fail
- maturity and personal growth
- personal freedom in regard to individual responsibility
- an exploration of what education really consists of
- proper methods of study and research
- leadership and the college students
- the occupational world and how a college education relates to it
- Iona, its faculty, its buildings, and its spirit

Following is a schedule of a typical summer orientation program developed at Iona College:

FIRST NIGHT

On this evening the emphasis is on the group, getting to know and becoming comfortable with each other. This is followed by a mini life-planning workshop which concentrates on having these students step into the future and make some definite short-term and long-term commitments to change.

7:00 - 7:30	Welcome and introduction to the Entering Freshman Summer Orientation Program.
7:30 - 7:45	Introduction exercise.
7:45 - 9:00	Mini life-planning workshop.
9:00 - 9:15	Summary of evening's activities.

SECOND NIGHT

The initial discussion this evening relates to the purposes of a college education. A distinction is made between education and schooling, schooling being that which takes place inside classroom walls, which may or may not lead to education. Education is defined as total life experience. Several values clarification exercises are used to tie this into reasons for attending college.

7:00 - 8:00	Discussion of the purposes of a college education.
	Questions from and discussion with group.
8:00 - 8:45	Value clarification exercises
8:45 - 9:15	Discussion and summary of evening's activities.

THIRD NIGHT

This evening the concentration is on decision-making. There is a brief discussion of study skills and means of improving them. Much of the emphasis is on decision-making as it relates to college, choice of major and the implications of these choices. Specific group leader responsibility is to help individuals understand the decision-making process and how they can relate it to many important aspects of their lives.

7:00 - 7:30	Study skills.
7:30 - 9:00	Decision-making.
9:00 - 9:15	Summary of evening's activities.

FINAL NIGHT

This evening concentrates on touring the campus and the Counseling Center and discussing sources of information. Stress is placed on career information that will be useful in arriving at major choice as well as broadening possible career alternatives.

7:00 - 7:30	Sources of information on campus.
7:30 - 8:30	Tour of campus.
8:30 - 9:00	Tour of Counseling Center.
9:00 - 9:15	Summary and evaluation of the Program.

APPENDIX F

MORAVIAN COLLEGE
CAREER PLANNING PERSONAL RECORD FORM

Name ______________________________ Date ________________

1. Things I would like to know more about:

   a. ____ How to study for examinations.

   b. ____ How to plan my academic program.

   c. ____ What to consider when choosing a major.

   d. ____ What to consider when planning a career.

   e. ____ What Moravian students do after graduation.

   f. ____ Other (fill in) ______________________________

   ____

   ____

2. College Major:

   a. I have no idea at this time. ____

   b. I'm not sure yet, but I've thought about ______________

   ____.

   c. I intend to declare a major in ______________________.

3. Career Goal:

   a. I have no idea at this time. ____

   b. I'm not sure yet, but I've thought about ______________

   ____.

   c. I'm planning a career in ____________________________

   ____.

4. Career Planning:

   a. ____ I would like to participate further in career planning activities as my schedule permits.

   b. ____ I understand Moravian's Career Planning Program but do not wish to participate at this time.

EXAMPLES OF GROUP CAREER COUNSELING PROGRAMS

G-1 *TRIPOD Program, p. 96*

G-2 *Life/Career Planning and Career Search Techniques Seminars, p. 105*

G-3 *A Replicable Method of Group Career Counseling, p. 122*

JOURNAL OF COLLEGE PLACEMENT - APRIL-MAY 1973

TRIPOD —

A systems approach to career planning

Moravian College introduces a program to help students — from freshmen to seniors — relate their liberal arts education to positions in a technology-oriented society.

"I HOPE YOU CAN HELP ME; I'm somewhat confused about selecting a major. I can't decide what I want to do after college. I have enjoyed courses in English and psychology and have thought of possibly majoring in one of these areas, but then, what could I do with it? How do I find out what would be best for me?"

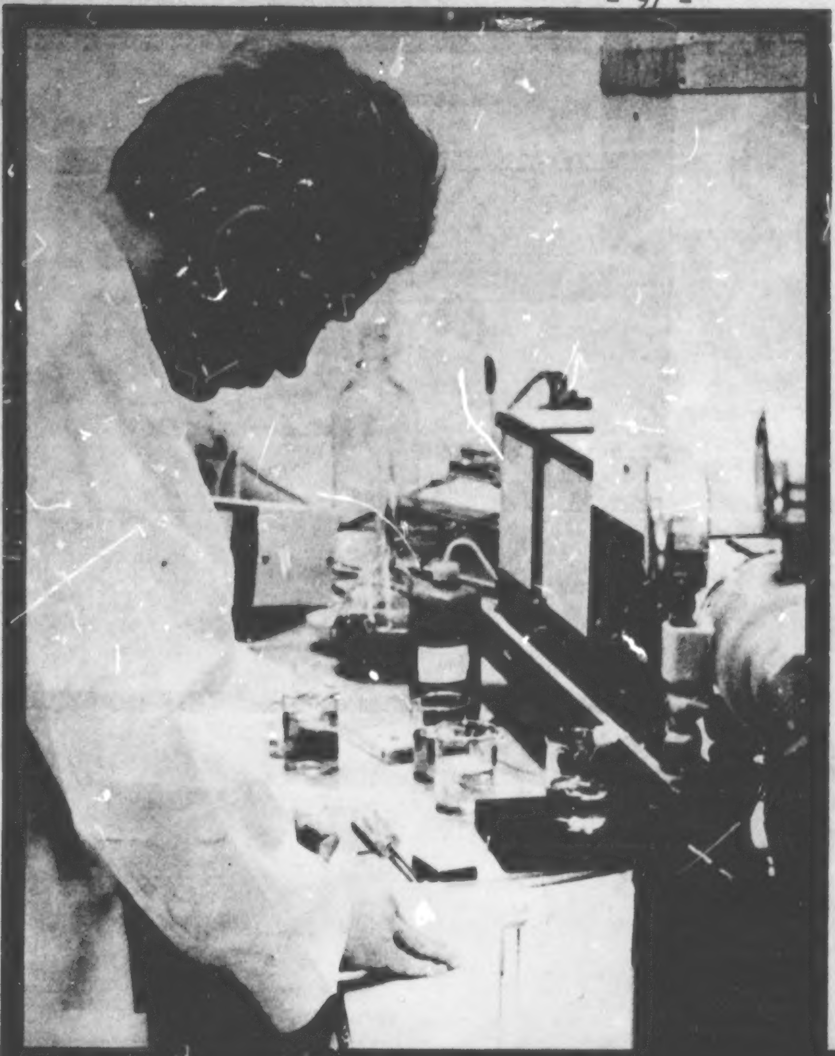
The expressed concerns of Jenny Ervin, a sophomore at Moravian College in Bethlehem, Pa., as she comes to the Career Planning Office one morning before registration, are ones heard frequently by career counselors. The commonality of the problem, however, does not lessen its importance to Jenny as she attempts to plan her academic program in relation to career goals.

Moravian College is initiating a systems approach to college-level career planning as an innovative attempt to help reconcile the liberal arts education to a modern technology-oriented society and specifically to speak to the concerns of students. This approach is designed to aid students in finding practical answers to questions such as "Who am I?",

BY DONALD K. KIRTS, *Director, Counseling & Career Planning, Moravian College*
AND
RICHARD B. FISHER, *Assistant Placement Director, Lehigh University*

intensity in
self-assessment

Looking at the world with a critical eye . . . preparing to make optimal decisions.



field experience

Field work experience is a vital part of the TRIPOD program. This student is working in a local employer's project to recycle waste acids.

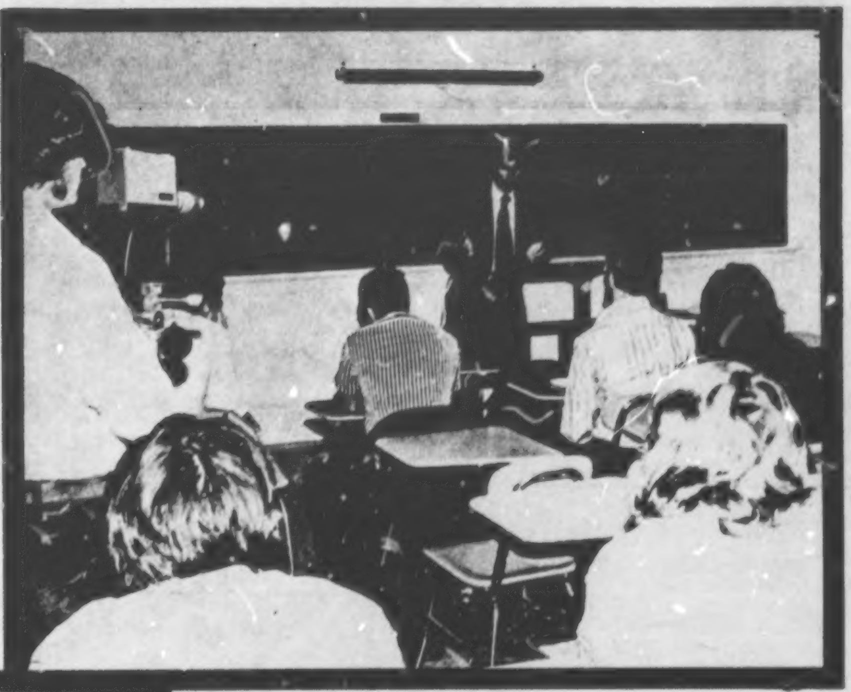
simulation

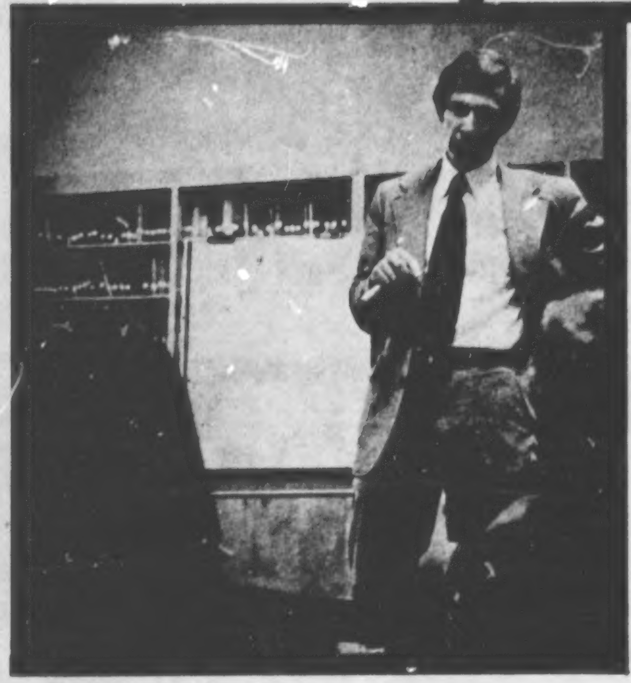
Simulation exercises involving small groups of students are related to a variety of home and college situations, and provide for the observation of problem-solving behavior.

training in job-hunting techniques

Videotape is used as an aid in preparing for the interview. Students assume the roles of recruiter and interviewee; tapes are thoroughly critiqued.

seminars





Meetings with speakers from business and industry give depth to students' understanding of what to expect when they begin work. In these photos, Peter E. Veruki, director of college relations for Bethlehem Steel Corporation, fields student questions while videotape records the sessions for further review and reference.

TRIPOD continued

"Where am I going in life?", "What does it mean to work?", "How do I start out in the working world?"

One of man's primary objectives in life is to achieve the greatest possible measure of personal happiness given the resources he has to work with and the particular circumstances of his environment. Regardless of one's definition of happiness, it is apparent that the degree of happiness he ascribes to himself is in rather direct relation to the extent to which he perceives his needs as being met.

The lower half of Maslow's hierarchy of needs reveals those which are common to all people, but in the upper portion, the specific needs related to esteem, knowledge, understanding, and self-actualization are more likely to be peculiar to one's own background, convictions, interests, and abilities.

In an attempt to meet his needs and find fulfillment, he must do something with his life that he believes will accomplish this objective, and what most people do with their lives is "work." Nearly every adult and child in our society depends upon

Photography by Craig Caldwell and Barry Vernon, Moravian College.

someone's occupation, either his or her own, that of the family breadwinner, or both to supply sources of satisfaction for personal needs -- from food and shelter to self-actualization.

Brigham Young is credited with these sagacious words, "Each will find that happiness in this world depends mainly on the work he does and the way in which he does it." Barring a deep personal tragedy and taking into consideration the daily emotional problems which cause one to say he is "unhappy," it seems fair to conclude that if one's work satisfies his material and social needs, stimulates his interests, fulfills his aspirations, and makes constructive use of his talents, he is happy.

The professed philosophy and purpose of liberal arts education is to prepare students to lead a useful and satisfying life, but a serious question prevails today concerning the viability of the traditional liberal arts program in a society which is becoming increasingly technology oriented.

The questions are asked: "Is the liberal arts program capable of turning out productive people to meet societal needs of today and the future?" "If the status quo in liberal arts is maintained, how long can it survive?" These questions may rage on indefinitely, but the mere fact that they are being posed with accelerating frequency would seem to dictate that constructive solutions should be sought, and fast.

Stewart Cort, chairman of Bethlehem Steel Corporation, has emphasized that while it is fine to do our educating in "ivory towers," we need to "make sure the windows are wide open to the practical realities of life outside" (see page 36). Accordingly, the function of career planning and placement in the evolution of the liberal arts concept to a more vocationally relevant position should be one of discovering methods of helping students to bridge the gap between the philosophic, sometimes esoteric realm of the liberal arts and the reality of everyday life in the working world.

It is an apparent truth that placement alone can do little to make the liberal arts graduate more salable in terms of work qualifications in today's marketplace, but it can make significant strides in the direction of helping students select areas of employment where they should be most marketable and satisfied and to facilitate their adjustment to the new life outside the ivy. This is to say that career counselors in liberal arts colleges must address themselves to the concerns of the Jenny Ervins, not only as seniors, but also throughout their college experience as their career planning needs are identified.

THE AUTHORS

Donald K. Kirts is director of counseling and career planning at Moravian College. Prior to this, he served the college in a variety of capacities, including registrar, dean of men, and instructor of psychology.

Dr. Kirts holds B.A. and B.D. degrees from Moravian College, an M.A. degree from Butler University, and an Ed.D. degree from Lehigh University. He is a member of the American Psychological Association and the Middle Atlantic Placement Association.

Richard B. Fisher is assistant placement director at Lehigh University. Prior to this, he served as a secondary school teacher.

. Mr. Fisher holds a B.A. degree from Moravian College and an M.A. degree from Lehigh University. He is a member of the American Association for Higher Education and the Middle Atlantic Placement Association.

One attempt at making some inroads in this direction is a systems approach called TRIPOD, as shown in the flow chart on page 48. Although the individual elements of this program may be in use by career counselors, TRIPOD's sequential and developmental arrangement of those elements provides a comprehensive and unique career planning system. According to Moravian College President Herman E. Collier, Jr., "TRIPOD provides a necessary ingredient for most liberal arts students today, namely, increased exposure to the world of work while pursuing an academic program."

Underlying the entire system are three major assumptions. First, vocational development is one aspect of an individual's total maturation process of working through personal developmental "crisis points" which tend to be self-enhancing and forward moving when conditions are conducive to growth. Second, increasing self-knowledge increases the accuracy and adequacy with which a person makes vocational choices. Third, work is a way of life and adequate vocational and personal adjustment are most likely to result when both the nature of the work and its consequent way of life are in accord with the needs, aptitudes, interests, values, and goals of the individual.

The objective of TRIPOD then, is to create and sustain a dynamic atmosphere in and through which vocational development becomes an identifiable and purposeful experience for the student. TRIPOD (an acronym for Tri-Phase Integrative Program for Occupational Development) accomplishes this objective by providing a solid base from which students can (1) more clearly view the world of work, (2) become better prepared to make sound career decisions, (3) act on those decisions with a better chance of securing the kind of life in which they may find fulfillment and the degree of happiness they desire.

Holland's theory of vocational choice provides the focal point through which the individual's vocational guidance is channeled in TRIPOD. Briefly, Holland states that most people tend to be patterned in a hierarchy of six occupational orientations which he calls "Realistic," "Intellectual," "Social," "Conventional," "Enterprising," and "Artistic." Following is a discussion of how TRIPOD uses these concepts.

As Jenny enters the TRIPOD program, the first "leg" or phase is called self-assessment. This is a complex and critical segment of the program and gets at the student's question "Who am I?" If she is to look at the world of work with a critical eye and a mind toward making optimal occupational decisions, it is logical and mandatory that she understands herself as fully as possible. There are four principal activities in this phase — interview, testing, simulation, and feedback.

Intake interviews are conducted to establish rapport, to clarify biographical information, and to determine the sequence of TRIPOD activities in accord with the personal circumstances and objectives of the student. The interview is provided by a career counselor in the context of the TRIPOD program.

The personal assessment is furthered by testing which utilizes a variety of personality inventories and individual tests and is developed with a degree of flexibility to accommodate the individual requirements of students. The testing results are anchored to Holland's occupational types to simplify and facilitate the objectives of the program. Holland's occupational orientations are used here as a base because they have withstood rigorous examination and they are logical and convenient. The California Psychological Inventory (which yields scores on a wide range of personal-social interaction scales) and the Strong Vocational Interest Blank are the primary testing instruments.

A simple computer program is employed to rank the individual's CPI and SVIB scores, high to low, and to compute the percentage of high scores on each test which are predictors of each of Holland's types. In this way, a hierarchy or personality pattern is identified which indicates the relationships of the six occupational types and reveals other pertinent information about the student's personality work orientation which may be included in the counseling process (see *Table 1*). As students are able to identify their personality patterns, it becomes a simpler matter for them to find and use occupational information and guidance.

Simulation exercises involving small groups of students in the program are related to a variety of college and home experiences and are designed to explore certain types of behavior which one would expect to find in each of Holland's six years. These behaviors are observed, recorded, and evaluated to provide additional insight along with that obtained through interviews and testing.

Finally, the results of these activities are related to the students in a developmental feedback session. Their observed personal characteristics, including strengths and weaknesses, are discussed and specific activities may be suggested to enhance strong points and to overcome deficiencies. Having now completed the self-assessment phase (although reevaluation continues throughout the program) the student is in a better position to deal with the question of "Who am I?"

As Jenny Ervin has been encouraged to take a new look at her own identity and think consciously about it, she moves into the exposure phase of TRIPOD. It will be suggested, depending on the time at which she enters the program, that the various activities of TRIPOD be spaced across the remaining time in college to take advantage of various learning opportunities. Having identified important personal characteristics, interests, values, and needs, students like Jenny are now encouraged to explore broad occupational information of a type that best meets individual requirements. It is at this point that a serious investigation of post graduation alternatives begins.

The activities of the exposure phase are to be integrated as far as possible with the total academic program of the student. Moravian now provides a program for off-campus field experience relevant to the student's area of concentration. In this field study program, the student, in consultation with a faculty adviser, plans an off-campus experience of work or study, or both. This experience may involve full-time or part-time employment, volunteer work with a private or public agency, or individual study.

To participate in the field study program, the student must prepare a proposal stating the purposes of the off-campus program, the nature of the work to be undertaken, and the method by which the program is to be evaluated. This field study program provides the student with the opportunity to be involved in real life work situations combined with study, including college credit for as much as a semester of work.

Another aspect of the exposure phase operates under the assumption that regardless of the occupations the students enter, they will be working in some form of an organization. Recognizing the difficulties that many people encounter in adjusting to the life of a new employee and the

TABLE 1

Sample Print-Out

RANK	CPI SCALE	STANDARD SCORE
1	Femininity	55
2	Capacity for Status	54
3	Flexibility	53
4	Self-Acceptance	52
5	Intellectual Efficiency	49
6	Responsibility	48
7	Achievement via Independence	48
8	Achievement via Conformance	47
9	Dominance	46
10	Socialization	43
11	Psychological-Mindedness	43
12	Sociability	41
13	Self-Control	41
14	Sense of Well-being	39
15	Good Impression	38
16	Social Presence	35
17	Tolerance	35
18	Communality	26

SVIB

RANK	SVIB SCALE	STANDARD SCORE
1	Public Speaking	64
2	Teaching	64
3	Music	64
4	Social Service	63
5	Art	62
6	Writing	60
7	Nature	59
8	Science	56
9	Medical Service	56
10	Mathematics	52
11	Recreational Leadership	52
12	Law-Politics	51
13	Agriculture	47
14	Merchandising	45
15	Religious Activities	45
16	Sales	44
17	Adventure	43
18	Office Practices	42
19	Military Activities	37
20	Mechanical	32
21	Business Management	30
22	Technical Supervision	27

Holland Occupational Orientation Percentages

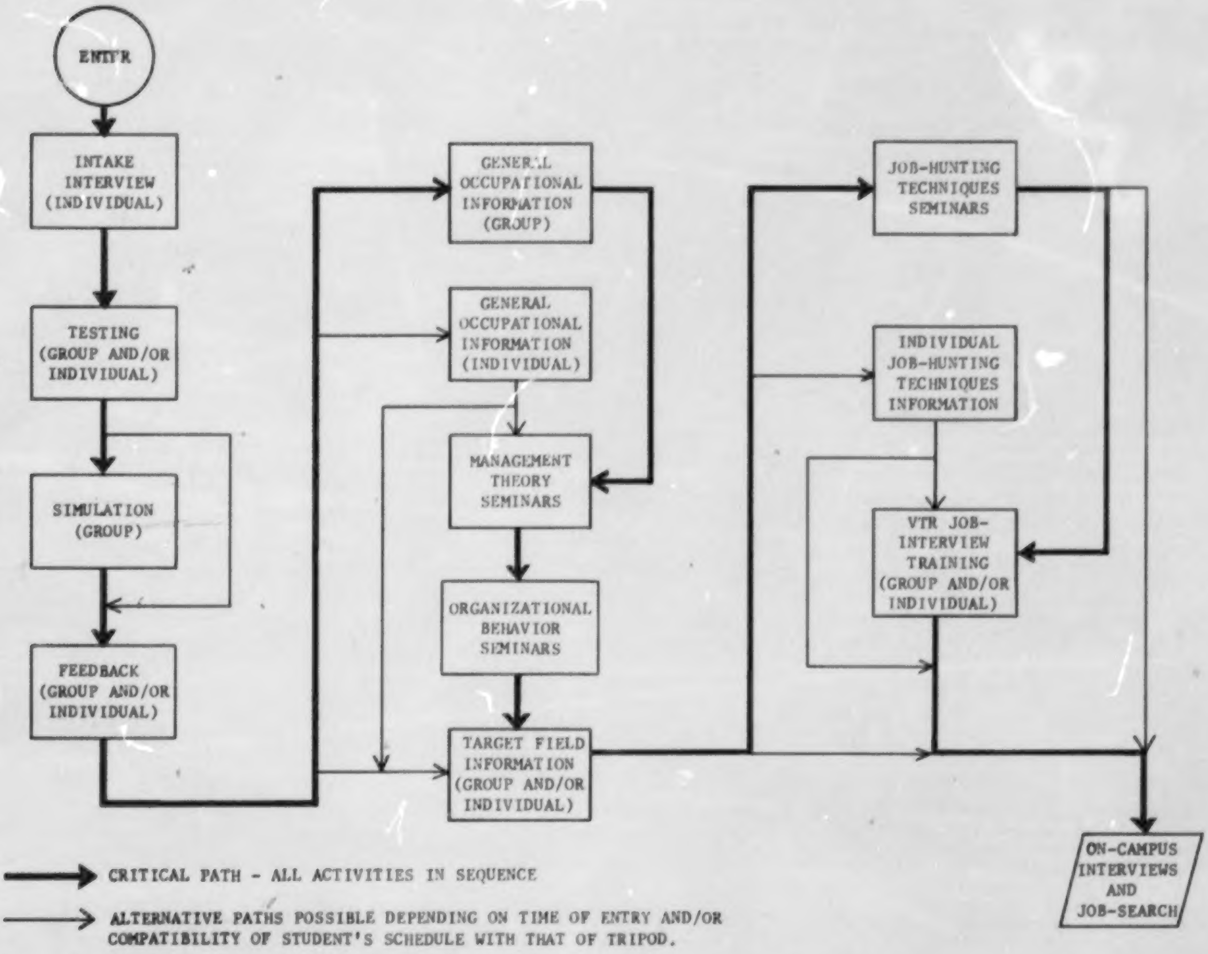
	Realistic	Intellectual	Social	Conventional	Enterprising	Artistic
CPI	60	100	30	50	50	83.33
SVIB	16.67	100	80	50	20	100

subsequent turnover problem, a series of presentations and seminars on organizational behavior and management theory are conducted with the intention of orienting the participant to organizational life.

This is not intended to be an in-depth theoretical study but rather an exposure to the goal of producing a basic understanding and realistic expectation of how that first job might be. These seminars are scheduled in order to utilize outside speakers and consultants to deal with special topics or areas of interest.

The final aspect of the exposure phase provides students with specific information pertaining to target fields of endeavor, entry-level job functions, and prospective employers. The students are now in a better position to consider the types of jobs they will look for and how they will actively pursue them.

The third and final segment of TRIPOD provides training in job-hunting techniques, evaluation of job opportunities, and interview taking. Through seminar presentations and use of media, the participants learn how to write an effective


ENTER
INTAKE INTERVIEW (INDIVIDUAL)
TESTING (GROUP AND/OR INDIVIDUAL)
SIMULATION (GROUP)
FEEDBACK (GROUP AND/OR INDIVIDUAL)
GENERAL OCCUPATIONAL INFORMATION (GROUP)
GENERAL OCCUPATIONAL INFORMATION (INDIVIDUAL)
MANAGEMENT THEORY SEMINARS
ORGANIZATIONAL BEHAVIOR SEMINARS
TARGET FIELD INFORMATION (GROUP AND/OR INDIVIDUAL)
JOB-HUNTING TECHNIQUES SEMINARS
INDIVIDUAL JOB-HUNTING TECHNIQUES INFORMATION
VTR JOB-INTERVIEW TRAINING (GROUP AND/OR INDIVIDUAL)
ON-CAMPUS INTERVIEWS AND JOB-SEARCH
CRITICAL PATH - ALL ACTIVITIES IN SEQUENCE
ALTERNATIVE PATHS POSSIBLE DEPENDING ON TIME OF ENTRY AND/OR COMPATIBILITY OF STUDENT'S SCHEDULE WITH THAT OF TRIPOD.

résumé and how to use it. Different approaches to job hunting are covered as is evaluation of specific opportunities in light of what the individual has now learned about himself.

The job interview is of course a pivotal point in any career development process. Extensive training in interviewing for a position is provided, making use of videotape. An assumption underlying this training is that for a person to be most effective in interviewing he or she must, among other things, fully understand and appreciate not only the candidate's role and function in the interview process but also that of the interviewer as well.

Accordingly, participants will assume both roles during the course of the training. Following seminars and discussions conducted by the placement staff and college recruiters, dealing with both the objectives and mechanics of the job interview, students like Jenny assume the parts of both recruiter and student interviewee before the closed-circuit television camera. Their performances are recorded, played back, and critiqued by staff members, fellow participants, and, when possible, recruiters.

TRIPOD is a systems approach to career planning. It has specifically been developed around a PERT (Program Evaluation and Review Technique) network to facilitate planning and scheduling of learning activities. This particular network was designed for Moravian College, a small liberal arts college operating on a 4-1-4 calendar. It is adaptable to the college calendar with minimal disruption of academic and extracurricular programming.

In effect, several TRIPOD programs will be running simultaneously, each at a different stage of progress, since all four classes of students may be involved at the same time. The program, however, allows maximum flexibility to receive students at any point and to assist them in gaining whatever benefits the abbreviated time schedule will allow.

A PERT/Time network, detailing the activities of all concurrent TRIPOD programs, is being developed as well as a corresponding PERT/cost budget system which contains all necessary budgetary information broken down by activity, irrespective of any particular accounting period.

TRIPOD was designed specifically to be a systematic and manageable, yet comprehensive and developmental, approach to career planning for the liberal arts student. Grounded in current accepted theory, it possesses some unique advantages:

1. It provides a sequential developmental process which facilitates the natural occurrence of vocational maturing.

2. It promotes increased self-awareness on the part of the student and helps him relate that awareness to the world of work.

3. It is designed to be operated in a way that produces minimal conflict with academic philosophies and functions, yet seeks to use the academic community as a vital and integral resource to aid the program.

4. It promotes a team approach involving both counseling and placement personnel, each with its own thrust and emphasis, yet bound together by common over-all objectives.

5. It provides maximum flexibility in that students may take advantage of as many or as few activities as they deem necessary and as their time allows. Entering freshmen have the opportunity to fully utilize the entire program, but even seniors may participate to the extent that they can make an intelligent search into the job market.

6. It allows for academic planning on the part of students in a way that assists them in selecting courses of study that will better prepare them to meet their objectives.

TRIPOD is but one possible means to an end. It may not work universally; however, it is hoped that it will constitute at least part of an impetus to planned change in career counseling and that it will help in some measure to stimulate additional research from which will come a variety of practical innovations. ●

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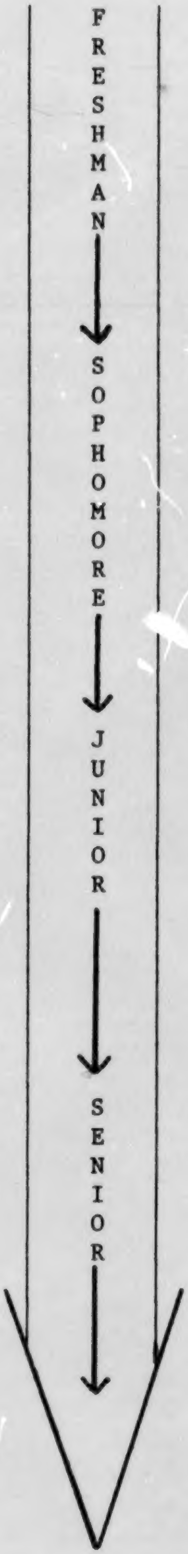
CAREER PLANNING

	ACTIVITIES
AWARENESS	Admissions Events Registration Orientation Career Planning Resources
ASSESSMENT	Individual Interview Vocational Inventories Simulation Exercises Evaluation Session
EXPOSURE	Information Seminars Part-Time Work Experiences Organizational Life Seminars Specific Career Field Data
TRAINING	Field Study Co-ordination Job-Search Techniques Interview Training Job Interviews



PERSONNEL

ADMINISTRATIVE STAFF

FACULTY ADVISERS

CAREER PLANNING STAFF

ALUMNI AND COMMUNITY RESOURCES

THE AMERICAN UNIVERSITY - WASHINGTON, D.C.

OUTLINE: LIFE/CAREER PLANNING & CAREER SEARCH TECHNIQUES SEMINARS

PHILOSOPHICAL OVERVIEW:

The Self Directed Process Approach to career development emphasizes:

- * Self empowerment
- * The importance and complexities involved in matching one individual's interests, skills, and values with specific organization missions, job functions, and work environments to attain job satisfaction
- * The need to establish flexible career directions which will allow for personal and socio-technological changes throughout an individual's life; and
- * Behavioral changes from passive, dependent behavior to assertive, independent action

Rather than utilize testing and placement services to channel clients into known available jobs, the process approach focuses on teaching people the skills necessary to:

- * Inventory their own skills, interests and values and obtain relevant information about potential career fields of interest so that they can formulate realistic career directions
- * Make action plans that incorporate a wide variety of experiences, test the reality of, and clarify tentative career directions
- * Identify unadvertised job sources; and
- * Promote themselves as the right candidate(s) for selected jobs

METHODOLOGICAL OVERVIEW:

Career planning and development is viewed as a developmental process which needs to be approached in an integrated manner by the helping agent (as opposed to dividing this function between counselors on the one hand and placement/personnel specialists on the other). The necessary process skills are introduced by the helping agent to correspond with the following stages in the career development process:

Stage I - Realistic Career Decision Making

- Experience analysis/self inventorying of skills, interests, values
- Information interviewing about the world of work; focus on types of jobs, functions, organizations related to individual's interests
- Combining self-knowledge and information about the working world to form tentative career goals

- Testing reality/clarifying tentative goals:
  - continued information interviewing
  - course selections
  - part-time and summer jobs
  - volunteer/extracurricular activities
  - internships
  - etc.

Stage II - Action Planning

- Setting more specific goals - further academic and practical training
- Choosing among options for further training
- Continuing to obtain relevant experience and clarify goals further
  - continued information interviewing
  - etc.

Stage III - Job Search/Identifying Specific Organizations and Jobs of Interest

- Continued information interviewing - focus on advice/information with job search: where the jobs are, what the hiring process is, what the work environment is like, etc.
- Using all resources instead of just advertised vacancy sources
- Extensive research on choice organizations
- Focusing energies as opposed to the "shot gun" approach

Stage IV - Job Search/Promoting One's Self as the Best Candidate

- Communicating with employers in written form: resumes (chronological and functional), broadcast letters, job proposals
- Interviewing skills for job interviews
- Negotiating skills; problem areas re: hiring process

Stage V - Influencing One's Work Environment Once Employed

- Assessing organization flexibility
- Negotiating responsibilities, upward mobility

The method of counseling/instruction used at the American University Career Development Center includes the following features:

* Stages I and II in the above outline are addressed in the Life/Career Planning Seminar, a series of six 2-hour sessions meeting weekly. Variations of this time format have been used successfully - e.g., three 4-hour sessions meeting in alternate weeks over a six-week period, all day institutes on two successive Saturdays, ten 1-1/2 hour sessions meeting weekly).

* Stages III, IV, and V in the above outline are addressed in the Career Search Seminar, a series of four 2-hour sessions meeting weekly. Variations of this time format have also been used successfully. Students are asked to decide for themselves which Seminar will most appropriately meet their current career development needs. The only prerequisite for participation in either Seminar is attendance at a two-hour orientation session. "Current Perspectives on the World of Work."

* Group counseling/instruction is used almost exclusively. (We see individuals only after they have been through our Seminar programs, and have found this

to be an effective way of servicing the most possible students with a very limited professional staff.) Groups usually range in size from 5 to 15 participants and are heterogeneous - underclasspersons, seniors, graduate students, and alumni. We have worked on a short-term basis with groups as large as fifty when the participants are somewhat more homogeneous.

* Weekly development of a "working statement" (see page 94 - a statement of career direction focusing on personal skills, interests and values rather than job titles) is emphasized. In the initial stages of the process, this working statement may be as vague as "I'm interested in consumer affairs." As the participant acquires more self-knowledge and information about the working world, the statement will be expanded and clarified - e.g., "I'm interested in consumer affairs, particularly the area of consumer education and protection for low income populations. My most important skills are in the areas of coordinating people and activities; public speaking; informative writing; and project administration and follow-through. It's important to me to have some autonomy in my work, to have a variety of functions, and to work with equally dedicated people." Still later in the process, the working statement will begin to focus on specific purposes toward which the participant may want to direct his/her skills (e.g., "Ideally, I'd like to use these interests and skills to help organize community consumer education groups in inner city neighborhoods"). Such purposes relate to organization missions, so the working statement may also begin to include specific types of organizations (e.g., "non-profit, private service organizations working on consumer protection"). Geographic preferences, size and organizational structure of ideal employer organizations, and important characteristics of the working environment, as well as sample job titles and salary goals, may also be added to the working statement as students relate these items to their important lifestyle/workstyle values.

* Weekly assignments to do information interviewing are also emphasized. The assignments begin with informal interviewing (e.g., "Ask friends, relatives, professors, etc., what they know about the field of interest to you ... Ask them for referrals to other people who work in the field") and progress to formal interview appointments as students learn appropriate skills and techniques. Students report on their progress with these assignments weekly and their successes and failures are processed to help them develop their information interviewing skills.

* Feedback from group participants on helpful/unhelpful aspects of the Seminar programs is constantly solicited, and a structured evaluation form is passed out at the last session. Commentary and suggestions are incorporated into program design for the next group of Seminars.

On the following pages, the progression of instruction in the Seminar programs is outlined by topical areas. Suggestions related to helpful resource materials are included in parentheses.

TOPICAL OUTLINE FOR LIFE/CAREER PLANNING SEMINARS

Career Development Center
The American University
Washington, D. C. 20016

Objectives:

1. To teach students how to inventory their own interests, skills, and values through the process of experience analysis
2. To teach students how to gather individually relevant information about the working world through the process of information interviewing
3. To help students integrate self knowledge and knowledge about the working world into a well-defined, individually realistic career direction

Topical Progression of Instruction:

* Exercise to focus on decision-making process and need for decision-making skills - e.g., "Job Offer Exercise" or "Summer Job Choice" (See CEEB's Deciding or Decisions and Outcomes for ideas)

* Discussion of career decision-making process and problem areas
  - Knowing what informatiion is needed (Self knowledge and information about the working world)
  - Knowing how and where to get the information (Experience analysis and information interviewing)
  - Knowing how to apply the information (Goal setting and action planning with time lines)

* Exercises to help students identify interests
  e.g., "20 Satisfying Activities"
  "Career Day Dreams"
  "From One V.I.P. to Another"
  "Exit Smiling"
  Self Monitoring
  Use of occupational decks (Howard Figler, PATH program) or classified ads to get students responding to choices
  Each student decides on five most important interest areas

* Lecture: Conceptual Framework for Viewing the World of Work
  - Work as functions performed with people/data/things
  - Transferability of functional skills from one occupational field to another
  - How technical and personal skills relate to identifying and obtaining satisfying jobs/levels involved in the screening-hiring process
  Importance of matching interests, skills, and values to organizational purposes (missions), jobs (specific functions) and environments (work climates)
  Complexity of matching requires that an individual do his/her own research rather than depend on testing and placement

* Group brainstorming of occupational fields related to students' identified interests

Life/Career Planning Seminar: Topical Progression of Instruction, continued

* Lecture: Information Interviewing - purposes and procedures
  - Rationale and purposes at different stages of career development
  - Whom to contact/where to get information about organizations
  - Techniques for initiating contacts
  - Suggested questions appropriate to different stages in the career development process

* Role Playing and practice to develop information interviewing skills

* Assignment: 2-4 information interviews/week - start with informal, build to formal

* Exercises to help students identify skills are assigned
  e.g., List of Personal Achievements
  Roles I Play - What I Do Well in Each
  Jobs/Classes I've Liked - What I've Done Well in These

* Lecture: Different Types of Skills (Technical, Functional, Personal) and how these relate to finding a satisfactory job

* Analysis and Description of important skill areas
  - Group works with leader to analyze skills involved in 2-3 sample achievements, roles, etc.
  - Group divides up into pairs and members help each other analyze their seven most important achievements, etc.
  - Each student decides on 4-10 important skill clusters (See Richard N. Bolles, The Quick Job-Hunting Map and Bolles & Crystal, Where Do I Go From Here With My Life, pp. 204-211)

* Lecture: Importance of Individual Values re: Lifestyle and Work
  - Different levels of valuing
  - Different intrinsic motivators for working - achievement, power, affiliation; work environment preferences; lifestyle/work conflict areas

* Exercises to help students identify lifestyle/workstyle values
  e.g., "Things I Can't Stand"
  "Affluent Alice and Poverty Pete"
  "Traditional Tom/Trudy and Liberated Liz/Larry"
  Materials in CEEB Deciding or Decisions and Outcomes
  Materials in Simon & Kirschenbaum, Values Clarification
  Work values inventories (Super, Edwards)
  Each student ranks personal values and arrives at those with highest priority

* Weekly integration of self knowledge and information about the working world into expanded and clarified "working statements" about personal career directions (See page 81 for further discussion)

* Action Planning
  - Analyzing "working statements" for broad action needs
  - Brainstorming specific action steps for each broad action area
  - Assigning priorities re: logic, importance, and situational factors to broad and specific action programs
  - Assigning time deadlines to specific action steps

TOPICAL OUTLINE FOR CAREER SEARCH SEMINAR

Career Development Center
The American University
Washington, D. C. 20016

Objectives:

1. To teach students how to identify unadvertised job sources through the process of information interviewing

2. To help students select the right organizations and jobs for them and to focus their job-seeking efforts on these selected options

3. To teach students how to promote themselves as the best candidate for these selected jobs

Topical Progression of Instruction:

* Group sharing of long- and short-range career directions, objectives

* Lecture: Resources for identifying unadvertised job sources
  - Directories of organizations and associations
  - Yellow pages
  - Annual reports
  - etc. (a hand-out contains additional sources for information)

  Using information interviewing in the job seeking phase of career development
    - Rationale and procedures
    - Types of questions appropriate to this stage

* Assignment: 2-4 formal information interviews/week

* Lecture: Written Communications in the Job Search
  - Applications, Broadcast letters
  - Chronological resumes
  - Functional resumes
  - Job proposals
  - Deciding on which type of communication would be most appropriate and helpful

* Lecture/Group work: How to Write a Resume
  - Each student begins a rough draft of his/her objective and supporting data

* Group critique of rough drafts of resumes
  - logic
  - style

  Students continue work on resumes and bring in second draft for next session

* Lecture: Interview skills for the job search
  - Research on organizations of particular interest
  - Psychological perspectives on the job interview - importance of self empowerment
  - Content preparation
  - Interviewer's purposes; employer's perspective on the hiring process
  - Common problem areas

* Role plays and practice to develop assertive interview skills for the job search

* Lecture: Negotiating to improve one's job
  (See Richard Irish, Go Hire Yourself an Employer and Eli Djeddah, Moving Up)

AMERICAN UNIVERSITY - LIFE/CAREER PLANNING AND CAREER SEARCH TECHNIQUES SEMINAR

The instructors for this course were David H. Meredith and Susan L. Ries who developed a variety of exercises and materials which were used in the course. These have been combined into PRO-SELF and copyrighted. We are very thankful that the authors have granted CPS permission to include some of these notes and exercises in this publication.

PRO-SELF is a process-oriented, self-empowering, life/career planning and career search model. A book, utilizing these and other materials, is now in the process of preparation. For additional information about PRO-SELF contact:

Ms. Susan L. Ries, President
Creative Change Associates
5833 N. 21st Street
Arlington, Virginia 22205

The authors of PRO-SELF extend to you the privilege of using the following materials for educational purposes. Please give authorship credit to: Susan Ries (address above) and David Meredith, who is now Director, Career Plans and Placement, State University of New York, Binghamton, New York.

STAGES OF CAREER DEVELOPMENT AND CORRESPONDING ASSUMPTIONS ABOUT THE STUDENT/WORKER AND THE EMPLOYER/WORLD OF WORK

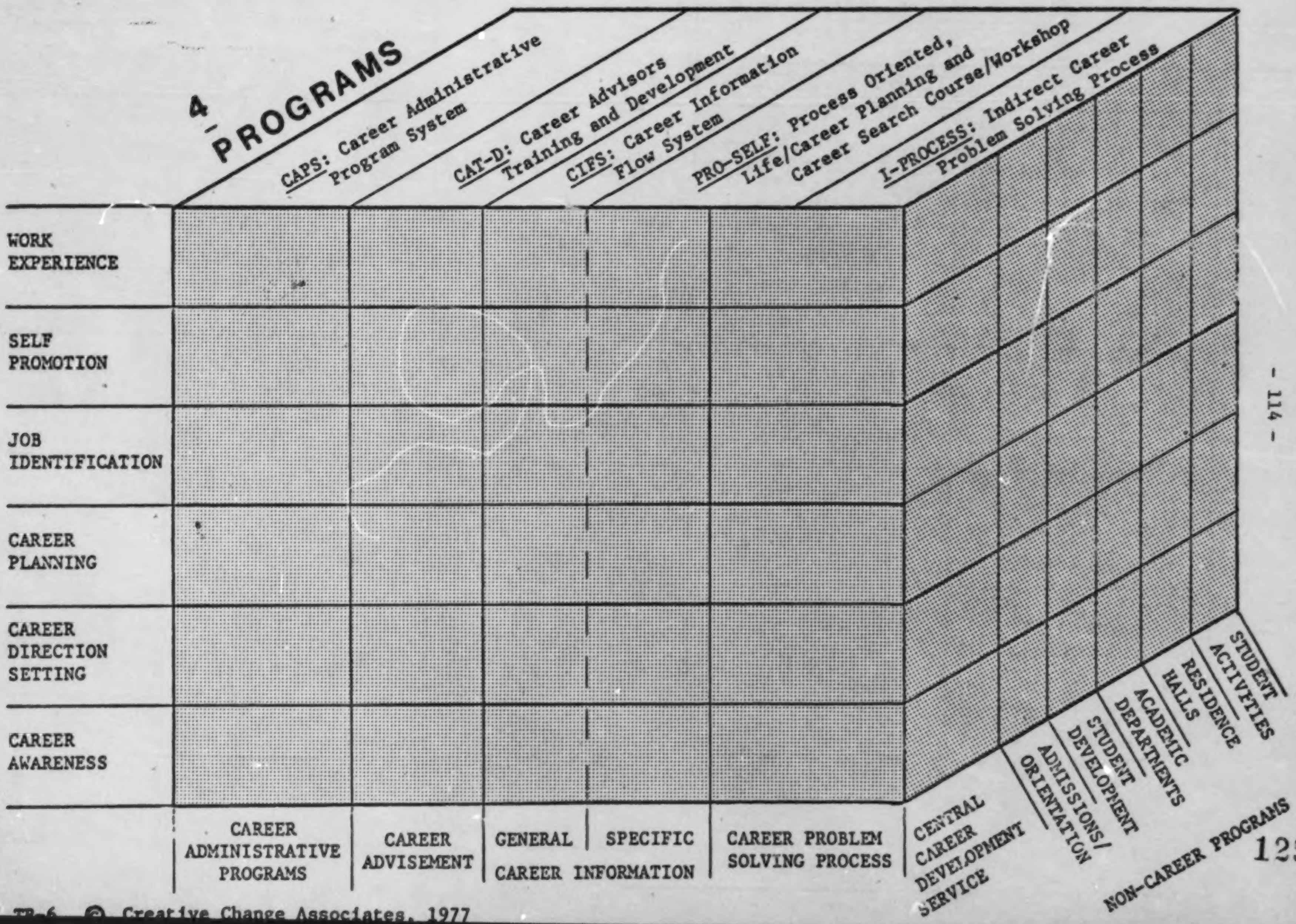
	ASSUMPTIONS ABOUT THE STUDENT/WORKER	ASSUMPTIONS ABOUT THE EMPLOYER/WORLD OF WORK
STAGES OF CAREER DEVELOPMENT	Extremely complex with a variety of interests, skills and values Always changing re: interests, skills & values	Extremely complex with a variety of purposes, functions and work environments/climates Always changing re: technology, economy, etc.
WORK EXPERIENCE	4 careers, 12 jobs in lifetime High rate of job disatisfaction High rate of unemployment & underemployment	Major problem with turnover Major problem with low productivity Personnel is major investment for most orgns.
SELF PROMOTION	High incidence of rejection Passive in interviewing/researching employer Focused on personal needs---not organization's	Unsure; difficult to determine potential productivity, longevity, compatability Inefficient; develops simple screening/hiring process to save time
JOB IDENTIFICATION	Dependent; use classified ads, agencies, personnel offices, etc. Seeks "available" jobs---unaware that his/her commitment/interest makes jobs available	Advertises 15%-20% of jobs, primarily technical trade & clerical jobs Hassled; unable to give necessary time to the screening/hiring process
CAREER PLANNING	Focus is on determination of academic degree and major field---over simplified Afraid of getting "locked into" career field	Willing to help student plan for career and is capable of giving concrete advice Have difficulty in getting involved in this process since few education channels are O.K.
CAREER DIRECTION SETTING	Dependent; often seek decisions from peers, counselors, parents, computer printouts, etc Simplistic view of self & work; unaware of transferability of skills	Reinforce narrow "goal" oriented approach Recognize that career decision must precede career plan and job search but are usually not asked to assist with this stage
CAREER AWARENESS	Concerned about career but generate little action to resolve concern---fatalistic Perceive career development as simplistic	Want to help change/form student's image of world of work & develop positive work values Cannot locate appropriate educational channels for assisting in career development of stud.

METHODS OF CAREER DEVELOPMENT SERVICE (and program examples)

	CAREER ADMINISTRATIVE PROGRAMS	CAREER ADVISEMENT	CAREER INFORMATION GENERAL SPECIFIC	CAREER PROBLEM SOLVING PROCESS
WORK EXPERIENCE	Alumni Placement	Field Experience Supervision	References on maximizing one's job situation	Negotiation Training Assertive Communication Skills Training Career Process Skills*
SELF PROMOTION	Campus Interviewing Job Fair Credentials Referral	Interviewing Advice/ Workshops Resume Critique/Resume Advice/Workshops	References on job interviewing and resume writing Organizational Lit.	Negotiation Training Assertive Training Career Process Skills*
JOB IDENTIFICATION	Job Referral Career Part-time/Temporary Intern/Coop. Ed.	Advice on where to look for a job, how to use employment services	Job Vacancy Notices Career Part-time/Temporary Intern/Coop. Ed. Organization Directory	Career Process Skills*
CAREER PLANNING	Career Planning Day Field Experience (Intern, Coop, etc.)	Academic Advisement Grad & Prof School Advisement	Occupational Info School Catalogues Academic Courses	Career Process Skills*
CAREER DIRECTION SETTING	Career Day Career Info Advisors (using alumni, etc.)	Vocational Testing Traditional directive career guidance Academic Advisement	Occupational Info Career Decision-Making Guides	Values Clarification Personal Counseling Career Process Skills*
CAREER AWARENESS	Career Day Orientation	Admissions Advisement Academic Advisement	Admissions & Academic Dept. Literature Campus Media Freshperson Courses	

*Career Process Skills are constant for each career development stage. See PRO-SELF Career Problem Solving Process Skills for additional information.

TR-6 CAREER DEVELOPMENT PROGRAMS as developed by David H. Meredith and Susan L. Ries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PROGRAMS
CAPS: Career Administrative Program System
CAT-D: Career Advisors Training and Development
CIFS: Career Information Flow System
PRO-SELF: Process Oriented, Life/Career Planning and Career Search Course/Workshop
I-PROCESS: Indirect Career Problem Solving Process
WORK EXPERIENCE
SELF PROMOTION
JOB IDENTIFICATION
CAREER PLANNING
CAREER DIRECTION SETTING
CAREER AWARENESS
CAREER ADMINISTRATIVE PROGRAMS
CAREER ADVISEMENT
GENERAL
SPECIFIC
CAREER INFORMATION
CAREER PROBLEM SOLVING PROCESS
CENTRAL CAREER DEVELOPMENT SERVICE
ADMISSIONS/ ORIENTATION
STUDENT DEVELOPMENT
ACADEMIC DEPARTMENTS
RESIDENCE HALLS
STUDENT ACTIVITIES
NON-CAREER PROGRAMS

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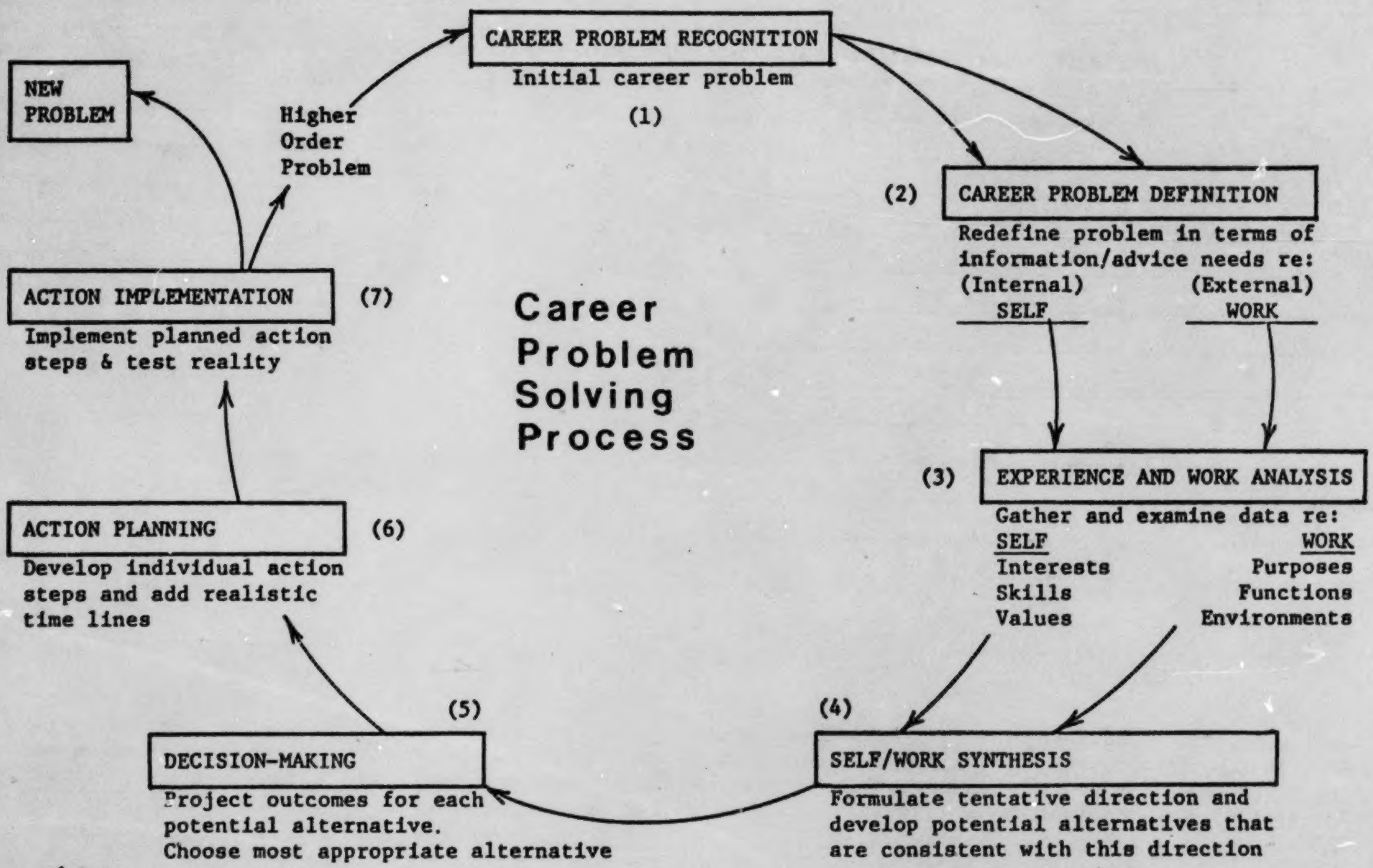
THE PROCESS-ORIENTED, CAREER PROBLEM SOLVING MODEL as used with PRO-SELF*, a process-oriented, self-empowering life/career planning and career search credit course and workshop model as developed by:

David H. Meredith
and
Susan L. Ries



Career Problem Solving Process

CAREER PROBLEM RECOGNITION
Initial career problem
(1)

(2) **CAREER PROBLEM DEFINITION**
Redefine problem in terms of information/advice needs re:
(Internal) SELF
(External) WORK

(3) **EXPERIENCE AND WORK ANALYSIS**
Gather and examine data re:

SELF	WORK
Interests	Purposes
Skills	Functions
Values	Environments

(4) **SELF/WORK SYNTHESIS**
Formulate tentative direction and develop potential alternatives that are consistent with this direction

(5) **DECISION-MAKING**
Project outcomes for each potential alternative.
Choose most appropriate alternative

ACTION PLANNING (6)
Develop individual action steps and add realistic time lines

ACTION IMPLEMENTATION (7)
Implement planned action steps & test reality

Higher Order Problem

NEW PROBLEM

---

*PRO-SELF, © Creative Change Associates, 1976

EXPERIENCE ANALYSIS GRID: Career Direction Setting

Instructions: Identify enjoyable achievements and write down or verbally share with a career support person/group. Together, analyze the experience and brainstorm as many implied/observed interests, skills and values as possible and place in appropriate space on form. When finished, qualify each characteristic by placing a priority code in each "P" column as follows: (1)= sometimes important, (2)=usually important, & (3)=always important.

Name: ____________________ Date: ________ Experience Title: ______________________________

SKILLS AND ABILITIES:

Specific Work-Content Skills	P	General Functional Skills	P	Adaptive Work Style Skills	P

LIFE/WORK VALUES, INTERESTS, MOTIVATIONS, ETC.: (types of people you enjoy affiliating with, preferred physical environments, preferred modes of working, things that motivate you, interest objects, etc.)

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EXPERIENCE ANALYSIS GRID: RESUME DEVELOPMENT (Refer to Resume Development Guide for detailed instructions)

1. Overview Phrase: (In one sentence, write an overview of your experience. e.g., title, orgn. product, etc.)

2. Action/Function List: (Brainstorm a list of your major actions and prioritize re: relevance to objective.)

3. Action Analysis: (List each action below in priority order and complete the analysis statement in the appropriate column. Do the same for each sub-action before analyzing the next major action.)

(verbs) ACTION/SUB-ACTION	QUANTIFIED/ QUALIFIED	OBJECT DESCRIBED	QUANTIFIED/QUALIFIED	OUTCOME DESCRIBED	QUALIFIED/ QUANTIFIED	MISCELLANEOUS

4. Draft Resume Statement: (Using only relevant and positive data listed above, write a draft of your experience suitable for your style/form of resume.)

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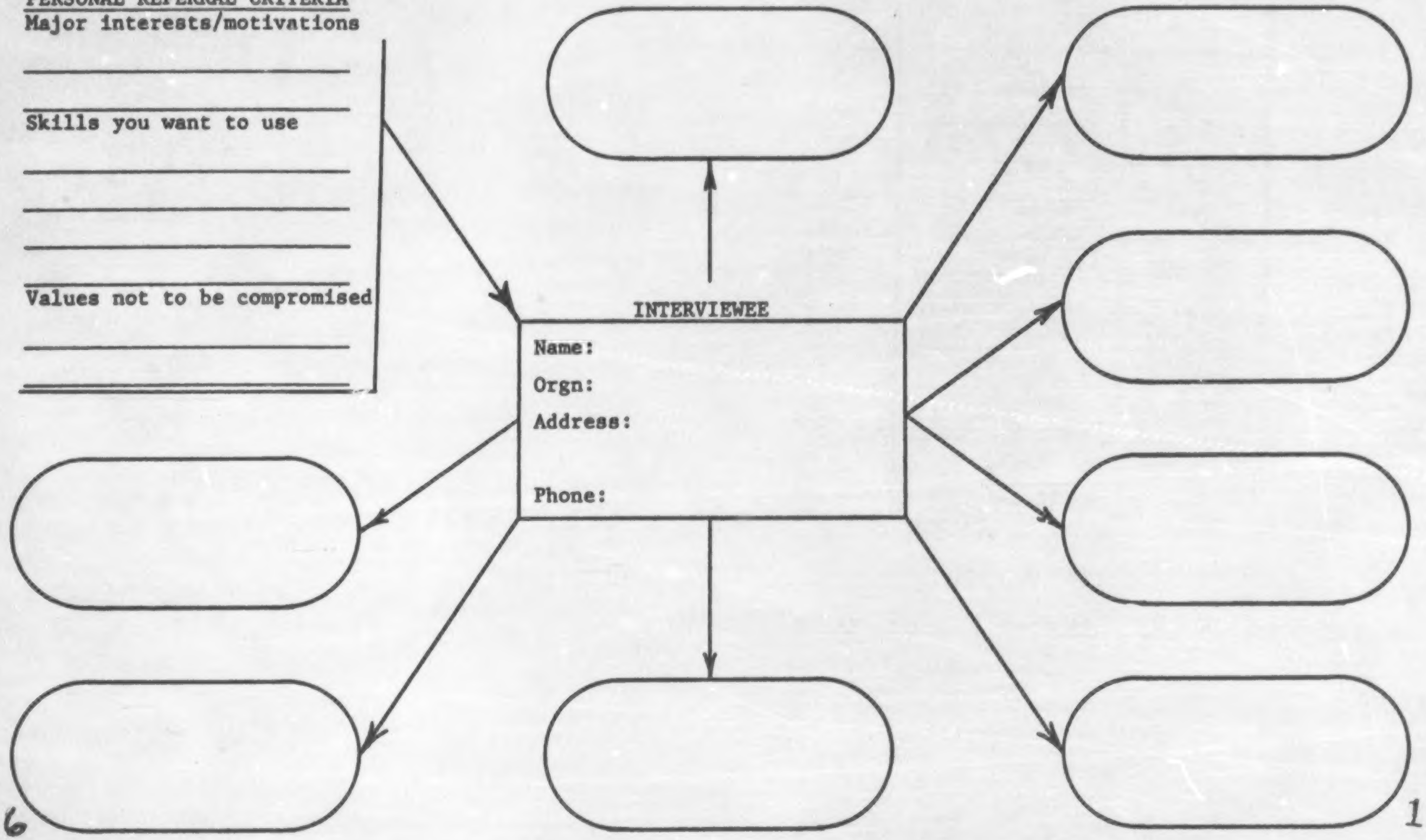
CAREER ACTION RESEARCH WORKFORM: Stage 1, Career Direction Setting

Instructions: Write the name of the person you will interview for information and advice in the Interviewee box and complete the Personal Referral Criteria section. During the interview, share this data with the interviewee and ask his/her help in generating career options. Jot notes on each appealing option in the spaces provided. Toward the end of the interview, use the reverse side of this form to note names, addresses and phone numbers of relevant organizational or individual referrals.



PERSONAL REFERRAL CRITERIA

Major interests/motivations

____

____

Skills you want to use

____

____

____

____

Values not to be compromised

____

____

INTERVIEWEE

Name:

Orgn:

Address:

Phone:

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137

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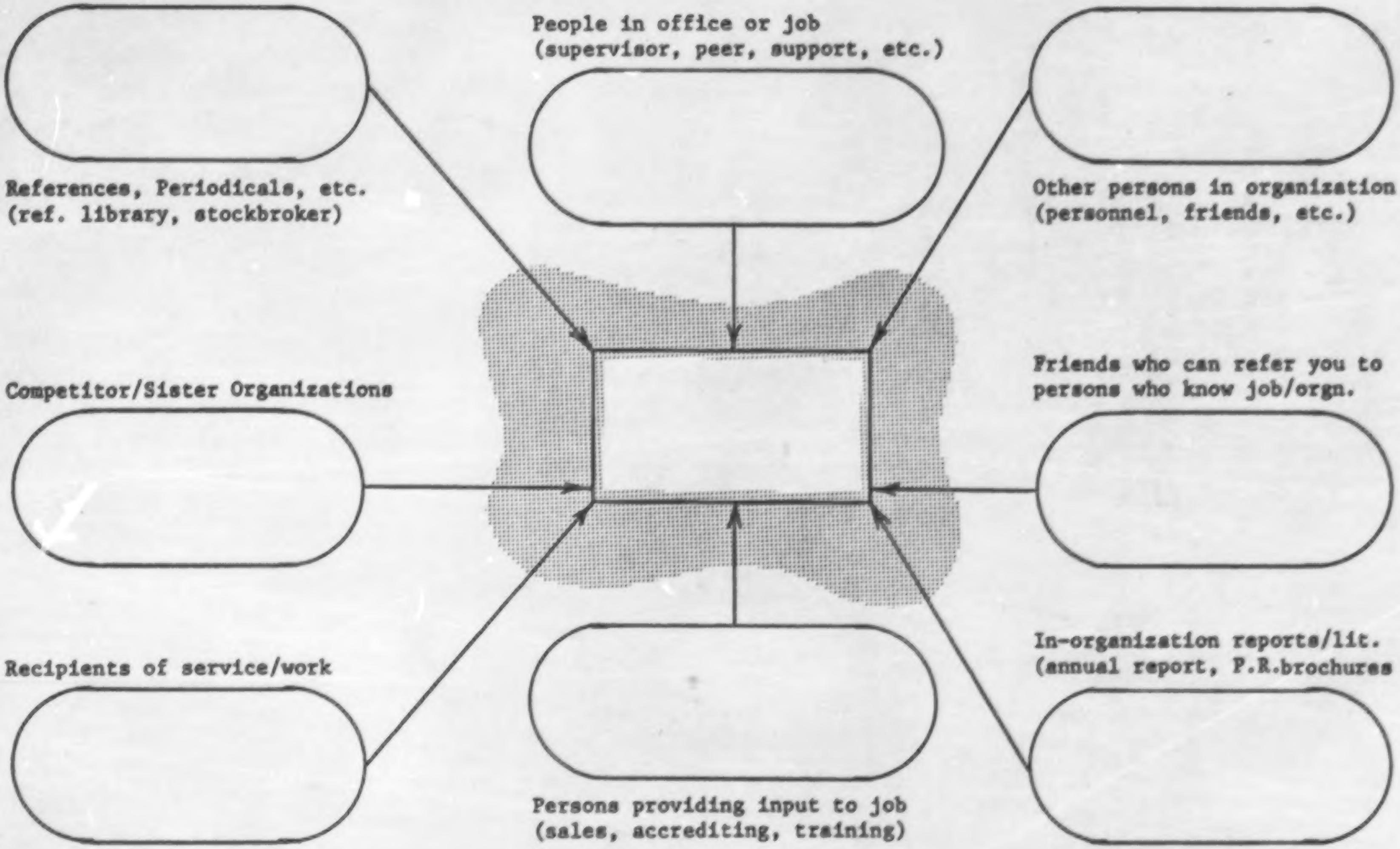
CAREER ACTION RESEARCH WORKFORM: Stage 4, Self-Promotion


People in office or job
(supervisor, peer, support, etc.)
References, Periodicals, etc.
(ref. library, stockbroker)
Other persons in organization
(personnel, friends, etc.)
Competitor/Sister Organizations
Friends who can refer you to
persons who know job/orgn.
Recipients of service/work
In-organization reports/lit.
(annual report, P.R.brochures
Persons providing input to job
(sales, accrediting, training)

Instructions: To use this workform, write the names of the job and organization you will be researching in the center box. Using your career support group, brainstorm a list of potential sources of information/advice and add these names to the network tentacles. Please do not feel bound by the different section headings, they are provided only to stimulate your brainstorming.

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DEVELOPING A WORKING STATEMENT

(See page 81 for application of this exercise)

Introduction:

A "working statement" of your career goals includes a descriptive outline of your skills, interest areas, and personal lifestyle/work values. As you clarify these three components during this Seminar, and gather more information about the working world through the process of information interviewing, you will also be able to add additional information to your statement -- e.g., types of jobs which would use your skills, organizations or industries related to your interest areas, and work settings which would be supportive of your values.

This kind of descriptive working statement is more helpful than a job title for several reasons:

1. Job titles can cover up confusion -- about your career goals (e.g., the use of a job title can convince you and others that you really know what you want to do, even if you've never tested out the reality of the job behind the title) and about potential employment opportunities (e.g., the "administrative assistant" job sounds impressive, but may turn out to be completely clerical/secretarial in nature);

2. Job titles can cause you to have "tunnel vision" about career options (e.g., there are many work alternatives that would use your skills and interests in addition to the more commonly known job titles which you might identify first and concentrate all of your efforts on obtaining);

3. Descriptive working statements give the people with whom you talk for informational interviews more data, so that they can be of more use in helping you identify types of jobs within their fields or organizations which would be right for you;

4. A good descriptive working statement can be used as the basis for the objective on your resume, which is the most important and hardest part of the resume to write. You've also collected most of the data you need for the body of your resume in the process of arriving at your statement.

Instructions:

1. In the space below, list all of the experiences -- full-time and part-time paid work, volunteer work, internships, academic projects, extracurricular activities, etc.,-- which you think you would include on your resume:

2. Identify and list as many of your skills and personal qualities as you can. (Examples of skills would be: planning and coordinating activities; research and writing; organizing people; interpersonal communications; public contact/relations; fund-raising; analytical thinking; data gathering and analysis; etc. Examples of personal qualities would be: resourcefulness, persistence, creativity, patience, working well under pressure, etc.)

3. Try to list several job titles or job functions which would use these skills and personal qualities.

4. Identify and list as many of your broad interest areas as you can. (Examples of interest areas would be: consumer affairs, political science, environment affairs, performing arts, criminal justice, European history, etc.)

5. Try to list several occupational fields or types of organizations/ industries which might relate to your interests.

6. Identify and list some of your most important lifestyle/work values. (Examples of lifestyle/work values would range from the global -- "Organizational policies and philosophy must be congruent with my own philosophy and values" -- to the every-day practical concerns -- "I want to be able to commute to work in less than 15 minutes").

7. Try to describe your ideal work setting.

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A Replicable Method of Group Career Counseling

Charles C. Healy

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A career counseling procedure for groups, derived from vocational development theory, is described in detail. Field testing suggested that it is effective and replicable.

In order to improve counseling and to facilitate the training of counselors, career counselors need counseling procedures which are sufficiently described to be applied in the same way by different counselors (9, 10).* They especially need procedures for group counseling. Such procedures must, of course, be consistent with our knowledge of vocational development and the occupational world. In spite of the need, explicit descriptions of counseling procedures, consistent with vocational development theory, have not been published, although Osipow (5) pointed out that several theories of vocational development, particularly Super's (6, 7), might be the basis of a career counseling procedure.

Super's Theory

Super (6, 7) theorized that in choosing an occupation, man is attempting to implement his self-concept. Because man can know himself and can have some control over what influences him, Super hypothesized that man tries to select a work role which will utilize the talents which he perceives he possesses and will enable him to obtain the goals which he seeks. Supporting Super are data which show that persons with similar personalities and talents are in the same occupation (4) and that such persons perceive that they are more similar to the stereotype of their occupation than to the stereotypes of other occupations (2).

Accordingly, a career counseling procedure derived from Super would try to help a person locate and enter that occupation which would enable him to become the person he realistically could hope to be. Such a procedure would help a client to accomplish the following sub-objectives: (1) identify what he wants to obtain from working and what he can bring to a career (his means), (2) examine different possibilities from the perspective of his goals and means, (3) select a career possibility appropriate to his goals and means, (4) make plans for entering, or continuing in, the career, (5) begin execution of the plans, and (6) evaluate his progress in order to decide upon future action. Such a client would be guided through the extensive data on careers to those facts which are pertinent for him.

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* See reference bibliography on page 139.

A group procedure consistent with Super has been developed and field tested. It employs principles of learning and social psychology in order to achieve the sub-objectives derived from Super's theory. It consists of five sessions, each with its own components. The counselor explains the procedure and guides the group through the components. He evaluates their ongoing understanding of each component in order to regulate the pace of the counseling. (Table I which follows, describes these general counselor activities in greater detail.)

TABLE I

Counselor Role

Presents procedure clearly -- The counselor describes every subtask clearly, accurately, and completely. He allows time for questions, and he answers questions directly and cordially.

Attempts to involve clients in the procedure -- The counselor says he expects participation. He waits for clients to ask and answer questions of each other. He points out similarities among clients and encourages clients to explore their similarities. He redirects questions to other clients. When clients are asking questions and helping each other, he points out that behavior and praises it. Likewise, he focuses on clients who are accomplishing their extra-counseling tasks, thereby helping such clients to become models for the group. In order to involve individuals, he relates information about them to the current counseling topic, and he asks open-ended questions.

Evaluates clients' ongoing understanding and involvement in the procedure -- The counselor listens for, and elicits questions and comments which enable him to judge comprehension and involvement. He asks clients to summarize, to repeat explanations, and to furnish examples of an explanation. When clients rate or compute, he watches to see where he might offer help. He collects and reviews written comments about counseling after every session.

Group Counseling Procedure

A description of the procedure and a report of the procedure's initial field test in seven groups follow. One should read the description of each session and then look at that session's components in Table II.

Session 1. The objectives of Session 1 are: (1) to develop a group which will encourage its members to explore their career potential and make career plans, (2) to give the members an overview of the counseling activities and goals, and (3) to have each client select at least 10-15 work-relevant qualities.

To accomplish the first objective, the counselor tells the group that he expects them to help, and to learn from, each other. He notes that everyone in the group needs to understand each member's concern in order to be able to learn from him and be ready to assist one another. The group members introduce themselves in a manner which is designed to encourage them to talk to each other and become acquainted with each other's concerns. Every client introduces himself and his concerns and then identifies by name and concern every client who preceded him. By nonverbal cues, silence, questioning, and verbal approval, the counselor encourages clarifying cross-talk on similarities and differences among group members. Throughout counseling, he rewards clients for assisting each other, and he reminds them that such help is expected.

To accomplish the second objective, the counselor describes the counseling procedure and asks different clients to comment on its relevance to their concerns. Questions about the procedure are welcomed and answered cordially. Cross-talking is encouraged by verbal praise of it and by redirecting client questions to other clients.

Next the counselor guides the clients in selecting work-relevant qualities. The qualities include both the attributes which a client can (or will be able to) bring to a job in order to perform it; and the benefits which he hopes to acquire from working. The counselor introduces the task of choosing, and he gives examples of qualities which can be brought to a job and qualities which can be acquired from working. In order to insure that the task is understood, clients also provide examples. Clients first generate a list on their own. Then, they receive a listing of work-relevant qualities (Exhibit A) in order to insure that a wide range of qualities is considered. (The list was compiled from a list of human attributes, which spanned the spectrum of healthy personality traits (1) and from the work functions of the 1965 Dictionary of Occupational Titles.)

Clients who are unsure about what they will be able to do or what they want to obtain from working are encouraged to generate such principles for proceeding as: (1) Skills developed in a school major and in previous jobs will help one in his occupation, (2) At work it is pleasant to do what you have enjoyed doing previously.

After every client has a list of qualities, the counselor explains that the qualities a person considers important can give some insight into that person. Clients then tell the group the four or five qualities which are most important to them, and they discuss the implications of each client's qualities for different work roles.

Session 2. The objectives of Session 2 are that each client: (1) understand that a wide range of occupations can be examined by looking closely at a selected few, (2) examine six such occupations in terms of the qualities selected in Session 1, (3) recall different sources of occupational information, and (4) experience, at least vicariously, use of different sources of occupational information.

At the start of Session 2, a volunteer identifies the other clients and their concerns. All clients are encouraged to assist. This spurs involvement. Next the clients report their experiences with the tasks which they had chosen for themselves in Session 1. Following this, the clients recall the first session and their understanding of the total procedure. The counselor then explains the part which Session 2 has in counseling.

To accomplish objective 1, the counselor tells the clients that occupations can be grouped in several ways, and he helps them to recall ways, such as nature of work, level of skills, etc. He explains that a wide range of occupations can be surveyed by examining only a few, if the occupations are grouped and a representative occupation from each group is examined. He elicits discussion so that he can evaluate the clients' comprehension.

In order to accomplish objective 2, the counselor asks the clients to list occupations which they might consider entering. He then distributes a sheet (Exhibit B) with 92 occupations grouped into Holland's six (4) clusters, and he helps the clients to discover the basis of each cluster. Each client proceeds by identifying the clusters to which the occupations he listed belong.

Clients are asked to select six occupations and list them on a worksheet (Exhibit C). Clients who do not have an occupation from each of the six clusters, are asked to choose occupations from clusters not represented on their list. Clients with more than one occupation from a cluster are asked to rate only one or two occupations from that cluster.

Next, the counselor explains and then illustrates the use of seven-point rating scale by leading the group in rating two or more occupations on some of the qualities which individual members have chosen (Exhibit D).

Objective 3 is realized during the demonstrating rating by guiding group members into: (1) asking each other for help, (2) analyzing their experience in order to make a specific rating, and (3) noting information which they lack but can plan to obtain. When the group disagrees about a rating or finds it lacks information, the counselor leads the group in recalling ways for obtaining occupational information.

After the occupational ratings are finished, the counselor asks for reactions and feelings about the ratings. When someone lacks information of interest to him, the counselor guides him into committing himself to obtaining the information and sharing his experiences in gathering information at Session 3.

Session 3. The objectives of Session 3 are that each client: (1) rate himself accurately on the qualities which he had chosen in Session 2; (2) recall and use methods of appraising himself, and (3) compute the difference between the self- and occupational ratings.

First the clients report their extra-counseling tasks and summarize Sessions 1 and 2. Then the counselor explains the need for self-ratings and elicits the client's reactions. About this time, clients usually question the subjectivity of self-ratings and sometimes the subjectivity of the whole procedure. If the clients do not raise the issue, the counselor does so that it can be discussed. During this discussion, the counselor emphasizes that the procedure depends upon every client's having and reporting ideas about occupations and himself which are realistic and not inflated by social desirability . The clients are helped to acknowledge that it is in their interest to expend the effort to obtain such knowledge. The clients are also helped to recall ways of knowing about themselves, such as deliberating about one's experiences, taking and receiving interpretations of tests, etc.

After rating themselves on the work-relevant qualities, the clients share their reactions, especially concerning those qualities about which they would like more knowledge. They are helped to decide upon methods for obtaining such knowledge, thereby planning to complete objective 2.

To accomplish objective 3, each client computes the sum of absolute differences between the self- and each occupational rating and subtracts that sum from 100 (self-rating - occupation rating). The self-rating is aligned with each occupational rating and the differences added. After inspecting his difference scores (Exhibit E) in order to determine his similarity to each occupation, the client shares his initial reactions, and the group briefly discusses them.

Session 4. The objectives of Session 4 are that each client: (1) examine the implications of his difference scores in the group, and (2) formulate a plan of action consistent with his difference scores.

After the report of between-session tasks and a client summary of preceding sessions, the clients share their difference scores and their reactions to them. The client who is satisfied with his difference scores examines the implications of entering an occupation like those in the Holland (4) cluster to which he is similar. The group members discuss the steps of entering the specific occupation, clarify the need for additional information, and share their reactions to the client's identification with that occupation.

During the interaction, the counselor relates the plans of at least one client to formal planning by labeling the components of his plan. If the labels of the planning paradigm indicate that the client's plan is incomplete, the group helps the client to complete his plan. Subsequent clients are encouraged to use the labels in formulating their plans.

Clients who are dissatisfied with their difference scores are helped to identify the source of their dissatisfaction and to plan corrective action. Those who dislike their identification with specific occupational groups, but feel that such similarity is real, are helped to consider what is necessary to change themselves or to examine the implications of accepting the similarity. Those whose difference scores are not differentiated are encouraged to consider the accuracy of their self- and occupational ratings. One major reason for lack of differentiation is hasty rating. Thus, they either rerate, or they re-examine the sources of difference in order to determine those qualities on which there are differences among occupations.

Session 5. The objectives of Session 5 are that clients: (1) report their efforts in implementing their plans, and (2) consider problem-solving strategies for overcoming obstacles to their plans.

First, clients report their extra-counseling tasks and summarize the previous sessions. The clients who rerated and recomputed their difference scores share their results and their reactions. The group considers the implications of their entering the occupations suggested by the new difference scores.

Clients who had made plans in Session 4 discuss their first efforts in implementing those plans. In sharing their experiences, the clients are assisted in specifying the concrete actions which can be taken and reinforcing each other in such actions.

As plans become more concrete, the counselor in accord with objective 2, asks the group to identify obstacles which might prevent individual clients from executing their plans. The individual client and group then discuss methods for coping with such obstacles. The counselor relates the methods of coping to the steps of problem solving by labeling the components of the solutions and by encouraging the clients to use the labels in discussing the obstacles and the solutions of another client's plans.

The counselor concludes by summarizing the five sessions, and by congratulating the clients on their completion of the procedure.

TABLE II

Components of Group Career Counseling Sessions

Session	Components
1	Introduction and explanation of client role
	Presentation of clients and their concerns
	Overview of procedure
	Relation of process to client concerns
	Selection of work-relevant qualities
	Sharing important qualities
	Summary/future agenda

Table II (continued)

Session	Components
2	Identification of client concerns
	Report of extra-counseling tasks
	Explanation and selection of 'representative occupations'
	Sharing representative occupations
	Description and illustration of rating
	Discovery of methods for occupational exploration
	Occupational rating
	Deciding on needed occupational information
	Summary/future agenda
3	Reports of explorations of occupations
	Summary of previous sessions
	Discussion of self-ratings
	Discovery of methods of self-appraisal
	Self-rating
	Selection of self-characteristics for exploration
	Computation of difference scores
	Reaction to difference scores
	Summary of session/future agenda
4	Reports of extra-counseling exploration
	Summary of previous sessions
	Further reactions to difference scores
	Planning based upon difference scores
	Clarification of dissatisfaction with difference scores
	Summary of session/future agenda

Table II (continued)

Session	Components
5	Report of extra-counseling activities
	Summary of previous sessions
	Additional client plans
	Selection of possible obstacles to plans
	Problem solving
	Summary/close

EXHIBIT A

LIST OF WORK - RELEVANT QUALITIES

withstands pressure
careful and neat
dignified
stick-to-itiveness
bears hardship to obtain goal
ambitious
easily accepts rules
self-reliant
unconventional
honest
likes being with people
sympathetic
believes in strict rules
likes variety in a job
likes taking risks
accurate and precise
always examines own motives
has sense of humor
concerned for others
needs "yes" and "no" answers
has to feel free
helps others
likes clerical jobs
turned on by math
interested in science
learns math easily
does clerical jobs quickly
decisive
expresses himself well
imaginative
likes to face challenges
solves problems systematically
digs art
has to keep active
has large vocabulary
good at simple tasks
tuned into what's happening
confident
carefree
thinks before acting
accepts criticism well
patient
cheerful
relaxed
emotionally stable
poised
outgoing
works best by himself
organizes socials well
without prejudice
friendly and cheerful
good muscle coordination
good manual dexterity
good memory
easily uses old knowledge in new situations
family man (woman)
likes children
mature about sex
writes well
alert
learns quickly
quick-fingered
quick reflexes
a leader
go-getter
enjoys recreation
likes cultural and community activities
daydreamer
digs business
mechanically inclined
likes outdoors
religious
interested in flying
artistic
patriotic
has to be admired
easily identifies things from their blueprints
tall
easily sees slight differences in colors
strong
can detect small differences in sound frequency
good sense of balance
wants quick social change
can detect small differences in loudness of sound
physically attractive
has expensive tastes
values money
lives by schedule

EXHIBIT B

OCCUPATIONS AND WORKERS IN HOLLAND CLUSTERS

Conventional
(20,020,000)

- accountant
- business machine operator
- bookkeeper
- cashier
- legal stenographer
- credit manager
- airline ticket clerk
- telephone operator
- bank teller
- secretary
- business teacher
- keypunch operator
- civil service clerk
- sales clerk

Artistic
(500,000)

- actor/actress
- artist
- architect
- drama coach
- editor
- entertainer
- advertising man
- designer
- interpreter
- interior decorator
- journalist
- fashion model
- writer

Enterprising
(12,740,000)

- administrative assistant
- airline stewardess
- banker
- buyer
- economist
- truck dispatcher
- sales engineer
- contractor
- government official
- production manager
- supermarket manager
- attorney
- radio announcer
- salesman
- real estate salesman
- bank executive

Social
(14,005,000)

- recreation administrator
- athlete
- bartender
- social worker
- cosmetologist
- counselor
- insurance correspondent
- dental hygienist
- dietician
- librarian
- historian
- home economist
- interviewer
- nurse
- physical therapist
- politician
- retail saleswoman
- school principal
- waiter/waitress

Realistic
(36,400,000)

- baker
- shoemaker
- bookbinder
- bricklayer
- carpenter
- typesetter
- cook
- civil engineer
- draftsman
- fireman
- game warden
- forester
- machinist
- sailor
- plumber
- auto mechanic
- custodian
- assembler
- truck driver
- factory supervisor
- appliance repair person

Investigative
(7,280,000)

- airplane pilot
- anthropologist
- biologist
- chemist
- physician
- dentist
- engineer aide
- mathematician
- research analyst
- TV repairman
- psychologist
- oceanographer
- X-ray technician
- laboratory technician
- tool and dye maker
- computer programmer
- electronic engineer
- mechanical engineer

NOTE: Numbers of employees in parentheses are approximations by Charles Healy based upon extrapolations from the data provided in the Occupational Outlook Handbook for 1974 for principal occupations within field. Workers at all levels, from unskilled to professional, are included.

EXHIBIT C

OCCUPATIONAL RATING WORKSHEET

Occupation:		Occupation:		Occupation:		Occupation:		Occupation:		Occupation:	
Qualities	Rating	Qualities	Rating	Qualities	Rating	Qualities	Rating	Qualities	Rating	Qualities	Rating

EXHIBIT D

RATING WORK-RELEVANT QUALITIES IN OCCUPATIONS

Please rate the six occupations on the work-relevant qualities you wrote down by lining up your list of qualities with the rating sheet so that line #1 on the rating sheet corresponds with line #1 on your list. To rate as occupation, think about the typical successful person in the occupation and rate what you believe he or she is like on the 7-point scale described below. Even though each member of a given occupation is unique, the duties of the occupation tend to make people in it similar to each other and these duties attract people with similar interests. Consequently, we can think of and therefore describe by rating, a typical basketball player, pharmicist, machinist, etc. Use the following as a guide to your rating:

Rating	Interpretation of Rating
1.	A person in the occupation is very low in the quality. About 95% of adults are higher.
2.	A person in the occupation is low in the quality. About 75% of adults are higher.
3-4-5.	A person in the occupation is about average in the quality.
6.	A person in the occupation is high in the quality. He is higher than 75% or more of adults in general.
7.	A person in the occupation is very high in the quality. He is higher than 95% of adults.

As an example: basketball player is rated below.

Traits	Basketball player rating
tall	7
mathematical	3
uses language well	4
agile	6
learns quickly	4

EXHIBIT E

COMPUTATION OF DIFFERENCE SCORES

To compute the difference between your rating of yourself and the ratings of each of the representative occupations:

1) Put your self-rating next to a representative occupational rating;
2) Subtract one rating from the other and disregard the + or - sign:
3) Write the number in the space to the right of the dotted lines; and
4) Add the column of differences in order to determine your perceived similarity to the occupation.

For example, the computations below were done for John Doe and the occupations of basketball player and school teacher.

Traits	John Doe Self	Basketball Player	Difference	John Doe Self	Teacher	Difference
tall	2	7	5	2	3	1
mathematical	5	3	2	5	5	0
uses language well	4	4	0	4	5	1
agile	4	6	2	4	4	0
learns quickly	5	4	1	5	4	1
			10			3

Look closely at the 0's in the difference column, these indicate your perceptions concurr with that for the occupation. Lowest difference scores are also important.

REFERENCES FOR A REPLICABLE METHOD OF GROUP CAREER COUNSELING

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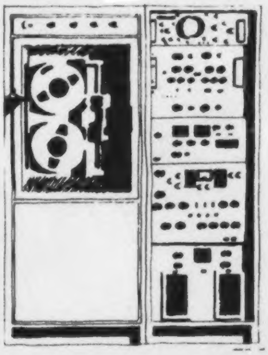
AN1

JOURNAL OF COLLEGE PLACEMENT - WINTER 1978

Computer-based guidance systems: are they worth it?



With so many systems to choose from and the numerous benefits they afford, placement officials can no longer ignore the possibility of computers on campus.

BY STEPHEN J. WILHELM

Manager of Field Services
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A PLACEMENT OFFICIAL once wrote, "Not so long ago college placement officials had little choice in how to catalogue and identify their registrants."[1] Today, one could paraphrase that statement by saying, "Not so long ago college placement officials had little choice in how to catalogue and identify their career information material." It was on the shelf, or in the drawer, or in a similar place. At times it could be a Herculean effort for both placement official and student to find the appropriate career information material.

Today, the computer not only catalogues and identifies registrants but also catalogues and identifies career information. There are several computerized career guidance systems currently in operation or being developed.

But is it really necessary to get involved with a computer? "One type of error will be to categorically reject computer-based systems because they are too new, too expensive, or too technically-oriented. Those who make this decision without due consideration may find in the future that their . . . programs are not keeping pace with those being developed elsewhere."[2]

Or put another way, "Unlike professors, who may rise to fame by knowing a great deal about one subject, academic administrators must know at least something about a lot of different things. The computer is one of the many things they need to know about these days."[3]

Can a placement official afford to spend the time running a computer-based system? On the contrary, an official cannot afford not to spend the time. The cost in terms of time is small compared to the benefits. "A major reason for applying computer technology to this student personnel function (career planning) is to minimize these information handling problems and consequently to free the (placement official) . . . to perform those functions which require human sensitivity and judgment."[4]

Would students really use a computer-based system? Use of interactive terminals "has been proven to be attractive to students who show little inclination to read college catalogues or printed career planning information."[5]

And it is really not that hard. "Students learn to use computerized systems quickly. They need a minimum of adult supervision and assistance and appear to have no fear of technology."[6]

Of course, there are additional questions to be considered. Each office, based upon its particular circumstances, must make its own decision as to whether computers, e.g., a computer-based guidance system, should be utilized.

There are five computer-based career guidance systems which may be applicable on the college level: the Career Information System (CIS), the Computerized Vocational Information System (CVIS), Discover, the Educational and Career Exploration System (ECES), and the System of Inter-active Guidance in Information (SIGI).

Career Information System

The Career Information System was created in direct response to the need for a single, efficient, informational source which would relate career opportunities and decisions to postsecondary educational opportunities and choices. CIS operates as a statewide interagency consortium providing current labor market and educational information to Oregon's student and social agency populations. It currently serves 200,000 users.

CIS was developed in Oregon in the early 1970s and is currently financially supported by fees paid by user agencies and institutions. The system was used first in secondary schools, then community colleges, and currently efforts are directed to implement the system in all four-year colleges. Currently, all community colleges in Oregon use CIS as do half of the four-year colleges. The system is generally used more extensively by students at community colleges than in any other user setting. Coordinators at community colleges report that the primary users are older students seeking new careers. They use CIS to identify new occupational options and to investigate the relevancy of a particular educational training to those options.

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Coordinators at community colleges report that the primary users are older students seeking new careers.

Although CIS was developed in Oregon, it also is currently being implemented in Colorado, California, Georgia, Iowa, Massachusetts, Minnesota, Nebraska, and Washington. It is expected that other states will begin statewide implementation.

Statewide implementation is emphasized because the concept depends upon broad-scale support for the system by user institutions. CIS occupational and educational information is localized for a given state by a CIS staff within that state. A high premium is placed on the accuracy and currency of localized information.

Thus, CIS is not a self-contained software package which can be purchased, put on a computer, and made available to new users. Organizational arrangements must be made to support the system, money found to support a staff to develop the information and implement the system in user sites, and plans carefully drawn to achieve its successful implementation.

Most system components are designed for independent client use. CIS frees staff from compiling career information. More time can then be spent on the interpretation of information and on investigating client's plans. The information contained in CIS enables users to discover which occupations suit their preferences, values, and abilities, and which programs of training will enhance their career development.

The components of CIS have been designed to provide computer-stored information via teletype terminals or through a needle-sort system which provides printouts of the information bound in book form. By storing the system's information in a computer, the information is readily accessible to users in a variety of settings. Information can also be easily updated.

Some of the major information components of the Career Information System are:

QUEST—An introductory questionnaire that allows users to match their interests, aptitudes, and personal preferences as they presently view them with prospective occupations.

DESCRIPTION FILE—Information on 231 occupations that represent over 90% of Oregon's employment. The descriptions are currently localized in seven geographic regions in the state.

BIBLIOGRAPHY FILE—Information about the most pertinent publications for each occupation in the system.

VISIT FILE—Names of local people available to discuss their respective occupations with interested individuals.

CLUES—List of career exploratory clubs in the state.

PREPARATION FILE—A statement for each occupation in the system that includes ways to prepare for the occupation, skills needed, licensing requirements, and a cross-reference to appropriate postsecondary educational training.

PROGRAM FILE—Information on postsecondary educational programs in training located in Oregon.

SCHOOL FILE—Information on Oregon's two- and four-year colleges and licensed proprietary institutions.

The Computerized Vocational Information System

The Computerized Vocational Information System stores information about and systematically explores occupations and educational alternatives, making use of self information.

School District and the Michigan Department of Education. The system is in operation in 15 school districts, one community college, and one area skill center. ECES has been successfully used at Mott Community College for the past five years where it is implemented in conjunction with the career development class.

ECES is used as a part of a systematic career planning and placement program. The system has the following career components: awareness, search strategy, exploration, experience, planning, and placement. Integrated into the system are eight career decision-making skill sections.

The objective of SIGI is to teach students the process of informed and rational decision-making.

ECES uses the power of the computer to help store, analyze, and summarize educational, occupational, and personal information to assist students in the career development process. The computer is housed at the Genesee Intermediate Education Center in Flint, Michigan. The computer terminal is a cathode ray tube. The microfiche reader uses color microfiche developed for the ECES project.

Students go through six steps while using ECES. The counselor and monitor prepare the students for their sessions on the ECES terminal. Students learn that ECES will allow them to explore occupations, educational programs, schools, and colleges; receive personalized feedback from the computer; learn career decision-making and employability skills; learn more about jobs on their internship experience; verify their career plans; and receive career placement assistance.

The steps are:

AWARENESS—Students become aware of who they are and what they want in life. This step is primarily offline from the computer and utilizes a color film-strip or microfiche presentation.

SEARCH—A search strategy helps students focus on referred occupational options. The Ohio Vocational Interest Survey is used in this search strategy.

EXPLORE—Students become aware of the many career alternatives from which to choose. ECES contains five libraries of information: Occupation; Educational Programs; Charts; Vocational-Technical School and College Finder; and Manpower, Occupational and Career Information Clearinghouse.

EXPERIENCE—Students study six internship modules during this step.

PLAN—Students learn to make several different types of decisions.

PLACEMENT—Students may retrieve information about available job openings in the employer placement component. Employers may also retrieve information about available students looking for jobs in the student placement component.

The System of Interactive Guidance in Information

The System of Interactive Guidance in Information was developed at the Educational Testing Service under grants from the Carnegie Corporation. In 1972 a prototype of the system was tested in a small-scale study at a community college. Elements of the study were supported by funds from the National Science Foundation. Because the results were encouraging, NSF agreed to support a more comprehensive evaluation under conditions of actual use at six geographically separated sites.

SIGI was originally designed to help community college students make informed and rational career decisions. During the early phase of the field test, the wording of the displays was changed to make it suitable for four-year as well as two-year colleges. In this system, students use the computer to examine and explore their values, obtain and use relevant information, interpret predictive data, and formulate plans. This interaction helps students arrive at tentative career decisions and consequently modify them as they gain new insights and additional information. The objective is not only to help students make such decisions about educational occupational options, but also to teach them the process of informed and rational decision-making.

The physical features of SIGI include one of the PDP 11 series of computers and cathode ray tube terminals. A typewriter-like keyboard enables students to respond to messages and information displayed on the screen and to issue commands to the computer. The content of SIGI consists of six interrelated subsystems—Value, Locate, Compare, Prediction, Planning, and Strategy—which comprise an organic system for career decision-making.

The System starts with the recognition of students' values, i.e., the rewards and satisfactions they would like to realize through their occupations. In the Value system students explore and examine values, eventually assigning a numerical weight to each of 10 occupational values, designating their importance. In Locate, students command the computer to assemble a list of occupations that meet or exceed their specifications. The computer will include up to five values at a time. In Compare, pointed questions are asked and information obtained on all dimensions of occupations of interest. Prediction allows students to calculate their chances of success in the course-work that is preparatory for a particular occupation. Planning shows what the student should expect to do in order to qualify for entry into an occupation by mapping pathways that lead to each occupation. Strategy teaches decision rules based jointly on the rewards offered by an occupation and the risks of failing to enter the occupation.

When students have gone through the subsystems in this order, they become initiates and are allowed to roam through SIGI at will. The resources of SIGI are now under each individual's control. The students know the particular kinds of information or assistance that reside in each subsystem and can reach the sub-system that meets their needs.

Thus SIGI is both a career guidance

CVIS has three components. First, there is a career guidance system, which is a series of experiences for direct use by the student. Next, there are professional staff support functions. Lastly, there is a capability for the local development of computer-assisted instruction and information.

The system was developed in the late 1960s by Willow Brook High School and the College of DuPage, both in Illinois. The project was supported by the Illinois State Board of Vocational Education. Now, CVIS is distributed by the CVIS Consortium, Inc., a group of active users.

Students use the computer by means of cathode ray tube terminals or teletype terminals.

The basic purpose of CVIS is to provide students with a sophisticated tool to explore information about themselves, their occupational interests, and educational opportunities. Audiovisual materials may be used in conjunction with the computerized material. The exploration can be made personal by entering a student's school records. It is possible to allow the student to review past exploration, noting discrepancies between objective data and tentative plans, and thereby narrowing alternatives.

Students use the computer by means of cathode ray tube terminals or teletype/typewriter terminals. In addition, a central computer unit and connecting phone lines or cables are utilized.

CVIS has developed applications at three levels: junior high school, secondary school, and community college. The community college application includes vocational exploration and four-year college selection programs.

The vocational exploration program allows students to explore and receive specific information about approximately 400 occupations classified by the Roe System.

When students use the vocational exploration program, they review their grades, abilities, and interests. They then choose a level of training/responsibility and a category of interest. At each point they receive computer feedback concerning the consistency of their choices. The students may then explore occupations from a list produced by the computer. The exploratory information includes job duties, training requirements, working conditions, employment outlook, earnings, and sources of further information. Remaking choices, changing plans, exploring alternative lists, and staff assistance are allowed.

The four-year college planning branch includes informational scripts, college search, and information about specific colleges. This branch requires no localization.

Discover

Discover is a computer-based career guidance and counselor support system. It is divided into two versions: the grade 7-12 version and the college-level version. The grade 7-12 version is currently available while the college-level version is under development and will not be available for distribution until July of 1978.

The college-level Discover system design is based upon the assumption that career development is a process which takes place throughout life and that certain systematic interventions can streamline this process, making it more efficient. It is not meant to be a standalone system, though it can be used with little or no professional staff involvement or support.

Discover is a systematic career development program designed to enhance normal career development for college-age students. Career development theory suggests that a career development system or careers curriculum should include, at the very least the following components: self information, occupational exploration, teaching and practicing of career decision-making, relationship of self information to occupational alternatives, and informational assistance with the implementation of career choice.

Discover provides assistance in all of these areas through twelve, 50-minute modules of interactive content. Data about the user includes name, course, and grades; test information; extracurricular activities; and work experience. This information is stored in the system to compare occupational or training requirements with the user's past experience. Some tools and techniques developed and copyrighted by other professionals are used within Discover by permission, and in some cases, with royalty agreements. Examples of such tools are Holland's *Self-Directed Search* and Super's *Career Decision Tree*. Seven large data files—occupations, four-year colleges, two-year colleges, technical and specialized schools, apprenticeships, military training programs and graduate and professional schools—support the student search for occupational and educational alternatives.

Discover is a combination of original, interactive dialogue and simulations, of instruments and tools used by permission of other developers, and of original and borrowed data file.

The system contains one administrative module or entry module, 11 main line modules, and 11 informational modules. The main line modules are: Clarifying Values, Values and Occupations, Effective Decision-Making, Decision-Making in Careers, Organization of the Occupational World, Browsing Occupations, Reviewing Interests and Strengths, Making a List of Occupations to Explore, Getting Information About Occupations to Explore, Narrowing a List of Occupations, and Exploring Specific Career Plans.

Educational and Career Exploration System

The Educational and Career Exploration System project is in a transition phase. ECES version III was in operation through July 1977. ECES version IV became operational in September 1977. It had been rewritten by the Genesee Intermediate School District (Michigan) under a grant from the United States Office of Education. The ECES program is available on a cost basis to any school district or institution that agrees to the minimum procedures established by the Genesee Intermediate system and an information system. Its aim is to help an individual become capable of making informed and rational decisions. The decision-maker's examined values are the starting point for rationality. They mediate between one's self-concept and the options available, thus enabling the student to define and obtain information that is relevant.

Costs for individual systems can vary. One can spend as much or as little as desired.

The emphasis is not merely on the content of the decisions but on the process of decision-making itself. As students progress through SIGI, they learn to move freely within the structure of the system. In gaining control of the system, they develop competencies and master strategies for rational behavior in the face of uncertainty.

Particular costs for the individual systems can vary. One can spend as much or as little as desired. Software costs are usually small, ranging from several hundred dollars to a couple of thousand dollars. However, adaptation (localization) costs can range from a few hundred dollars to tens of thousands or more. Additionally, hardware costs, i.e., central processing unit time, terminals, printers, etc., have virtually no limit. In short, the cost of any of these systems will depend on the extent of services one wishes to offer and the extent of monies available to the career planning and placement office.

Computer-based systems are often, if not continually, being revised and updated. Anyone interested in securing the most recent information about one or more of these systems should contact:

Career Information System: Director, Oregon Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, OR 97403.

Computerized Vocational Information System: Carol M. Raybush, CVIS Distribution Center, Carroll Hall, Western Maryland College, Westminster, MD 21157, AC 301 848-7000.

Discover: Jack Rayman, Director, College Level Development, Discover Foundation, Western Maryland College, Westminster, MD 21157.

Educational and Career Exploration System: Director, Educational and Career Exploration System Project, Genesee Intermediate School District, 2413 W. Maple Ave., Flint, MI 48507.

System of Interactive Guidance and Information: Martin Katz, Educational Testing Service, Princeton, NJ 08540.

Whenever one discusses computers, their modernity is an imposing factor. Yet, the word "computer" originated with the Romans. "Computare" in Latin means "to think with." Placement officials are thinking all day, every day. With tight budgets and limited staff, many placement officials welcome the opportunity to share their responsibilities. Using a computer is merely thinking with some assistance.

Having read this article, it is now the reader's turn to do some computing: Are computer-based career guidance systems worthwhile on your campus?

FOOTNOTES

[1] William C. Stewart, "From Shoebox to Computer," JOURNAL OF COLLEGE PLACEMENT (Summer 1975 Vol. 35, No. 4), p. 60.

[2] Joann Harris, ed., *Computer Assisted Guidance Systems* (Washington, DC: National Vocational Guidance Association, 1972), p. 14.

[3] John Caffrey and Charles J. Mosmann, *Computers on Campus* (Washington, DC: American Council on Education, 1967), p. v.

[4] Daryl L. Sander and Warren W. Wolff, "Computer-Assisted Career Development for College Students", *Journal of Vocational Education* (September 1975), p. 258.

[5] Ibid.

[6] Harris, Op. cit., p. 11.

SYLLABI OF CAREER PLANNING COURSES

I-1 Adrian College, p. 146
I-2 Mansfield State College, p. 175
I-3 Mercy College, p. 181
I-4 Moravian College, p. 196
I-5 Saint Mary's College, p. 199

ADRIAN COLLEGE

CAREER AND LIFE PLANNING COURSE SYLLABUS

GENERAL INFORMATION

COURSE DESCRIPTION:

An investigation of careers, the world of work and the career planning process. The focal point of this course is YOU and YOUR career goals. The emphasis will be on the three-phased process of career-planning:

1. Assisting you to develop as complete an understanding of yourself as possible;
2. Assisting you to develop as complete an understanding of the world of work as possible;
3. Assisting you in integrating these so that an effective career decision can be made.

CREDIT: 2 hours

CLASS FORMAT:

The class will meet one night a week for two hours of credit (Wednesday, 6-8 pm). Emphasis will be placed on self-study, structured assignments, current literature, faculty and special guest speakers andfield work investigation. Lectures will be used to introduce and clarify concepts, processes, methodology and to present occupational information.

You will be required to keep a log book in diary format and a notebook. In lieu of a textbook, there will be a nonrefundable fee of $10.00 payable at the Business Office before the second class meeting (February 9), to cover the cost of materials reporduced. The library of career literature is your textbook. You will be expected to select and prepare a bibliography applicable to your career goal and to organize notes on that material in the bibliography section of your notebook.

Your grade will be determined by your level of performance on the (1) log book (30%), (2) notebook (35%), (3) field work report (25%) and mid-term examination (10%).

WRITTEN ACTIVITIES:

1. Log Book - in diary form, a weekly record of personal observations, reactions, opinions - a self-inventory. More specific instructions are given under weekly assignments. (due 5/11/77)

2. Notebook - looseleaf notebook to contain lecture notes, information presented by the faculty and guest speakers, annotated bibliography, reading notes, and assigned career exploration projects. (due 5/11/77)

3. Work Autobiography - detailed autobiography of work/life experiences written informally with emphasis on detail. An outline is included with this syllabus. (due 2/23/77)

4. Career Monograph - field work summary to include occupational research, record of personal interviews, investigative details as well as pamphlets and other supporting materials. A guideline for this in-depth occupational study will be developed in class. (due 5/11/77)

5. Exam - One examination will be administered at mid-term on March 16. The examination will be both objective and subjective in nature.

DATE	Session 1	Notebook Assignment	Log Work
Feb. 2	Introduction to the Course: Objectives Class Format Bibliography & Organization of Career Materials in Library Work Autobiography	Familiarize yourself with library materials. Start your personal bibliography with annotations for each source which indicate its importance to your Career/Life Planning. Continue to develop the bibliography throughout the course.	1. What do you expect from this class?
	PART I: SELF ASSESSMENT -	YOU IN THE WORLD OF WORK	
	Explanation of: Personal Values - their impact on career choice and impact of career choice on your value system Values Clarification Exercises	Complete: 1. Interest Inventory 2. Occupational Status 3. Work Value Inventory 4. Begin Work Autobiography (due 2/23/77)	2. What person did you choose in PARAMOUNT PICTURES? WHY? 3. How did you feel about sharing your values with others? 4. How did their values compare with yours? 5. How did others judge your values? 6. What is a value?

DATE	Session 2	Notebook Assignment	Log Work
Feb. 9	Continuation of: Self Assessment Review of "Value" as it applies to work values. Administer: Ohio Work Value Test Self-Directed Search Test Compare and Contrast with other inventory test results	Complete Ability Inventory Continue writing Work Autobiography Bibliography should include at least two sources on "values" and their impact on career choice.	1. Were there any surprises on the Ohio Work Value Test? 2. How does what you learned about their work values affect your preconceived ideas about work? 3. How do work values relate to personal values? 4. What have you learned from the combined results of the Strong Campbell Vocational Interest Inventory, the Self-Directed Search Test and the Interest Inventory test?

DATE	Session 3	Notebook Assignment	Log Work
Feb. 16	Continuation of Self-Assessment: Review Ability Inventory Relate to Holland's Theory of Careers "What I Want" - Plotting on graphs your interests and values. Decision-Making Process	Research and Complete occupational information summary for four of the occupations you chose with "What I Want" (due 3/2/77) Complete Work Autobiography (due 2/23/77)	1. How do my daydream occupations compare with my values, interests, abilities? 2. Include "What I Want" in your log. 3. What four occupations did you choose to investigate? Why? 4. Why did you eliminate the others? 5. During the last 3 class periods what did you learn about yourself that you had not realized before? 6. What other things would you like to learn about yourself? 7. What are you looking forward to in this course?

DATE	Session 4	Notebook Assignment	Log Work
Feb. 23	PART II: OCCUPATIONAL INFORMATION		
	Careers and College Majors	List the 5 divisions of study at Adrian College.	1. Why did you select a liberal arts college?
	General concepts of career patterns in:	List the majors in each division.	2. How do your work daydreams fit into the occupational clusters?
	Liberal Arts Natural & Physical Science Business Social Science Education	Relate these to the four occupations you chose to research as to courses of study each requires.	3. What other occupations might fulfill your requirements if your specific ones don't work out?
	Relate to Holland's Theory of Careers/Occupational Clusters	In preparation for faculty presentations, select two majors from Div. I, Div. IV or Div. II and research them as to: 1. Course of study 2. Career options 3. Entry level positions 4. Predicted job outlook 5. Salary potential 6. Logical pattern of career advancement	
		WORK AUTOBIOGRAPHY DUE	
		Prepare Notebooks to be check 3/2/77	

*****CLASS MEETS IN JONES AUDITORIUM*****

DATE	Session 5	Notebook Assignment	Log Work
Mar. 2	Careers and College Majors Presentations by Faculty in: Division I Division IV Division II	In preparation for faculty presentations select two majors in Div. III and/or Div. V. Research them as outlined in previous assignment.	1. Have you any friends or relatives with careers in the fields of study presented? Describe their satisfactions or dissatisfactions? 2. What occupations mentioned tonight were new to you? 3. Which seemed most interesting? Why? 4. Which occupations do you totally resist? Why? 5. Did any occupation mentioned tonight coincide with your researched occupations?
		Turn in notebooks to be checked. Be sure all material is up-to-date and completed such as Occupational Survey on four occupations.	Prepare Log Books to be checked 3/9/77

DATE	Session 6	Notebook Assignment	Log Work
Mar. 9	Careers and College Majors (cont'd.) Presentations by faculty in Div. III and Div. V	In preparation for your field work in April, list 5 field work possibilities. For each one, list employer contacts. Describe in detail how you will approach area employers to request their permission for field work experience (not to exceed one page). Due 3/16/77	1. Same log assignment as 3/2/77 except relate to tonight's speakers. 2. Analyze what your salary needs/requirements will be in your occupation, i.e., how much money will you need just to live, how much to live comfortably, how much to be satisfied? 3. Support your personal salary analysis with data. Turn in log books to be checked. Be sure the weekly diary entries are complete.

DATE	Session 7	Notebook Assignment	Log Work
Mar. 16	Employability: Ways of increasing employability Transition from college to world of work Evaluating career progress Trends and Occupations: Market Analysis Salary Potential Mobility Requirements Emerging Occupations Conditions of Labor Market for women and minorities Instruction and Guidance for Field Work Study MID-SEMESTER EXAMINATION	Contact your prospective field work employers. Record the Results Preliminary Field Work Report Due In preparation for guest speakers, research the city of Adrian. Include: 1. Businesses & Industries 2. Employment Opportunities: a. Economic Outlook b. Employment Potential 3. Educational Opportunities 4. Variety of Human Activities 5. Professional Organization 6. Health-Hospital Facilities 7. Government 8. Law Enforcement and Judicial System 9. Service Agencies Sources of Information: 1. City Directory 2. "Yellow Pages" 3. Adrian Daily Telegram 4. Chamber of Commerce 5. City Hall COMMUNITY RESEARCH DUE 4/6/77	1. Briefly relate your travel experiences as well as places where you have lived. 2. In what part of the United States or the world would you choose to live? Why? 3. What environmental situations would you totally reject? Why?

DATE	Session 8	Notebook Assignment	Log Work
Mar. 30	Guest Speakers From Business and Government	Confirm Field Work Location. Turn in form with employer's signature on 4/6/77. CONTINUE & COMPLETE COMMUNITY RESEARCH.	1. What were your feelings about the speakers? 2. In your opinion who is the most successful? Why? 3. Who is the most happy? Why? 4. Did you hear new information that might stimulate you to rethink your occupational interests? Why?

DATE	Session 9	Notebook Assignment	Log Work
Apr. 6	Guest speakers from fields of Education, Law and Law Enforcement.	COMMUNITY RESEARCH STUDY DUE FIELD WORK CONFIRMATION DUE Begin background research on field work. (due 4/20/77)	Same Log Assignment as in Preceding Session

DATE	Session 10	Notebook Assignment	Log Work
Apr. 13	Guest speakers from fields of Social Sciences, Dentistry, Medicine, Pharmacy and Research.	Continue Field Work Research	Same Log Assignment as in Session 8.

DATE	Session 11	Notebook Assignment	Log Work
Apr. 20	Guest speakers from field of Fine Arts: Community Performing Arts, Theatre, Broadcasting, Museum, and Journalism.	FIELD WORK RESEARCH DUE.	1. Same log assignment as in Session 8. 2. After hearing all of the speakers, have you re-evaluated your values, work values, interests? (Refer to earlier log entries for comparison).
	PART III: INTEGRATION Discuss: Field Work Assignment	In outline form, plan your course of action for investigating the occupation you have chosen for field study.	3. What experiences do you anticipate occurring during your field work?

DATE	Session 12	Notebook Assignment	Log Work
Apr. 27	No Class Session - Out in the Field	COLLECT DATA FOR FIELD WORK SURVEY.	1. How did your predictions compare with your real feelings during the field work? 2. What elements of yourself did you notice while investigating? 3. Do you regret your choice of employer? Why? 4. What did you learn in terms of your: values work values interests abilities

DATE	Session 13	Notebook Assignment	Log Work
May 4	Wrap-up Field Work Application of Knowledge Sharing Experiences If time permits, start "ORGANIZATION OF JOB HUNTING CAMPAIGN"	Career Monograph on FIELD WORK STUDY DUE Prepare rough drafts of a letter of Application and Resume.	1. What revisions are you making with your career/life plans? 2. Record observations, i.e., personal notes on activity, people, etc. observed during your field work.

DATE	Session 14	Notebook Assignment	Log Work
May 11	Organization of Job Finding Campaign: Your Resume Letters of Application and Follow-up The Job Interview Evaluating Job Offers Placement Office Services COURSE EVALUATION	Final Draft of Resume and Letter of Application Using information from class sessions and reading, outline your plans for obtaining summer employment.	YOUR ULTIMATE CAREER GOAL: Using material in your log book and notebook. Your final entry is the formulation of your career plan. In the conclusion, make some observations on what you would like to be doing 5 years from now? 10 years from now? 15 years from now?

A GUIDE FOR YOUR WORK AUTOBIOGRAPHY

PURPOSE: to encourage you to extract those talents or skills which you have displayed and used throughout your life; to see something positive about each period of your life; to start you thinking of work as people and environment interactions; to help you see patterns of interests and values throughout the various segments of your life.

GENERAL SUGGESTIONS:

1. Be as specific as your memory permits.
2. Start at the farthest point back in your history that you can remember and work toward today.
3. Break down your life into sub-components of 2-3 years. Treat each time segment as though it were the only one you had.
4. If you have not had what might be called "Significant Work Experience," remember whatever you were doing constructively was in fact work of value. Break into interests, activities and/or enthusiasms.
5. Forget the common practice of understating one's own achievements or being reluctant to use the pronoun "I." We want you to talk about yourself. Go ahead and "toot your own horn."
6. Also forget any training you might have had about keeping communications brief. Write informally and at length. "Ramble" as much as you want to.

PREPARATION OF PAPER:

1. TYPED, DOUBLE-SPACED, 8 1/2 x 11 PAPER WITH ONE INCH MARGINS.
2. MAKE TWO COPIES - ONE CARBON OR XEROX.
3. DUE DATE - FEBRUARY 23.

SUGGESTED OUTLINE:

Vocational History and Development

I. Family Background
   A. Father's occupation (s)
      I (am, am not) interested in this occupation. Why? Why not?
   B. Mother's occupation (s)
      I (am, am not) interested in this occupation. Why? Why not?
   C. Other relatives' or friends' occupations you have strong feelings about - their relationship, occupation, explain likes or dislikes.

II. Vocational Fantasies
   A. Age ?-5 - career games and fantasies - their appeal for you.
   B. Age 5-8 - career games and fantasies - their appeal for you.
   C. Age 8-10 }
      10-13 } careers you thought about, their appeal
      13-16 }
      16-present

III. Work History (include part-time jobs, initiatives you showed in the family)
   A. Describe exactly what you did, responsibilities, relationships with people and/or personnel, your personal contribution, work environment.
   B. Categorize into jobs you liked and didn't like explaining why.

IV. Summary of vocational history and development (note pattern of likes and dislikes)

Abilities and Achievements

I. Education
   - A. Subjects you enjoyed most - why?
   - B. Subjects you disliked - why?
   - C. Subjects in which you made best grades - why?
   - D. Subjects in which you made poorest grades - why?
   - E. Teachers you liked best - why? disliked - why?
   - F. Discuss any outstanding achievements.

II. Extracurricular Activities
   - A. Discuss your participation in any civic, church, social, sports organization or activity at home and on campus.
   - B. Assess your contribution.
   - C. How would you like to spend your leisure time? How do you?

III. Health
   - A. Any limiting physical or emotional characteristics?
   - B. Any serious illnesses or injuries? any lasting effects?

IV. Volunteer Work
   - A. Describe specifically
   - B. Include responsibilities, contribution, relationship with other volunteers.
   - C. Your feelings - likes and dislikes.

V. Special Talents or Abilities - significant personal achievements

Interests

I. Strong-Campbell Interest Inventory
   - A. Date taken, date interpreted, summary of results
   - B. Your reaction - do you agree or disagree with the results? Why?

II. Results of other interest tests

SUMMARY and additional comments about abilities, achievements and interests. (Note patterns of likes and dislikes).

Values Clarification

Values clarification is a process which helps people arrive at an answer. It is not concerned with an ultimate set of values (that is for you to decide), but it does stress a method to help you determine the content and power of your own set of values. It is a self-audit, an inventory, and a tool to help you freely decide between alternatives or among varied choices. It is a methodology to help you make a decision, to act, to determine what has meaning for you. The more we understand about values, the more we are able to make satisfactory choices and take appropriate action.

How do we gain values??

1. Moralizing
2. Model or example (conscious or unconscious adoption)
3. Learning** - becoming aware of the emotional and cognitive responses we have to situations confronted, issues raised, exercises performed, ideas proposed, and experiences gone through. (These reactions are, of course, often themselves a result of earlier learning experiences.)

Any 'full' value should meet all of the following criteria:

1. chosen freely
2. chosen from among alternatives
3. chosen only after due reflection
4. prized and cherished
5. publicly affirmed
6. acted upon
7. part of a repeated pattern of action

---Anything which does not meet all seven standards is not really a 'full' value but is instead a 'value indicator'. A value indicator does exactly what it says; it indicates that a value is in the process of becoming. Value indicators often include goals or purposes, aspirations, attitudes, interests, feelings, and beliefs.

---Values are neither right nor wrong; they are personal decisions and preferences.

---Values are constantly changing and adapting as you yourself change and adapt with time. The fact that ony one thing has become a value for you does not necessarily mean that it must change or must remain a part of you.

Source of Reference:

Meeting Yourself Halfway
Dr. Sidney B. Simon
University of Massachusetts

VALUE EXERCISE

Exercise A

1.	Financial Security	You just won the Michigan Lottery $50,000
2.	Love relationship	Someone who you love just said they love you
3.	Athletic skills	You made the sports team
4.	Family communication	Mom and Dad ask your opinion about their problem
5.	Religious involvement	The local church needs you to lead a youth group
6.	Close friendship	Your favorite friend sent you a note saying how special you are
7.	Community involvement	The Chamber of Commerce asked you to join
8.	Leadership	You're nominated to be Chairperson
9.	Well informed	Your day begins by reading national news journals
10.	Personal creativity	Enjoy making something from nothing
11.	Fulfilling job	Gratifying describes the way you feel about your job
12.	Plenty of free time	If someone asks you to do something you'd like... you have time to do it
13.	Self awareness	Examining your personality is fun
14.	Extended travel	You have time to visit many new places/things
15.	Beautiful house or apartment	Your house or apartment is a showplace
16.	Good health	The doctor gave you an A-OK on your physical
17.	Increased pleasures	You may have more of whatever pleases you
18.	Good climate	The weather outside is just the way you like it
19.	Self respect	It's important that you're proud of your accomplishments
20.	Social or public recognition	The Outstanding Person of the Year Award is yours

ADRIAN COLLEGE CAREER CENTER

PERSONAL ABILITIES INVENTORY

Assessing your personal work-related abilities is an important initial aspect of the career decision-making process. The following exercise is designed to help you do this.

At the left are a number of general ability areas. In the appropriate space, try to list several words or short phrases representing experiences which you feel demonstrate that you have (column #1) or do not have (column #2) ability in this regard.

Then based upon your estimate of your ability within each specific area, try to rank yourself (compared w/people in general) using column #4 on the far right.

Remember: This exercise is designed to help you to inventory your abilities only. It has nothing to do with interests. Be sure to keep your personal interests from influencing the judgements you make here.

1 ABILITY	2 EXPERIENCE DEMONSTRATING I HAVE ABILITY	3 EXPERIENCE DEMONSTRATING I DO NOT HAVE ABILITY	4 ABILITY LEVEL IN THIS AREA IS:				
			Very High	High	Aver-age	Fair	Poor
Clerical/ Routine Tasks							
Draw/ Artistic/ Design							
Sales Persuasion							
Problem Solving							
Work w/ numbers							
Scientific Ability							
Organize/ Plan							

1 ABILITY	2 EXPERIENCE DEMONSTRATING I HAVE ABILITY	3 EXPERIENCE DEMONSTRATING I DO NOT HAVE ABILITY	4 ABILITY LEVEL IN THIS AREA IS:				
			Very High	High	Average	Fair	Poor
Leadership							
Oral Communication							
Written Communication							
Supervise/ Manage							
Teach/ Instruc. Guide							
Serve/Help							
Innovate/ Create							
Observe/ Listen							
Machine/ Manual							
Athletic/ Outdoor							
Work with Details							
Influence/ Persuade							

1 ABILITY	2 EXPERIENCE DEMONSTRATING I HAVE ABILITY	3 EXPERIENCE DEMONSTRATING I DO NOT HAVE ABILITY	4 ABILITY LEVEL IN THIS AREA IS:				
			Very High	High	Aver-age	Fair	Poor
Perform/ Art							
Research/ Investigate							
Analyze/ Evaluate							
Self-Motivate/ Initiate							
Work under Pressure							
Follow Instructions							

Adrian College Career Center

Work Values Exercise

Before selecting a career it is good to know that specific work values are most important to you. The following exercise is designed to help you in this regard.

Seriously consider all of the work values listed. Then taking some time, try to generally determine those values which are most important, somewhat important, and least important to you in considering a career and list them in the middle column under the appropriate heading. None of the categories (Most, Somewhat, Least) need necessarily have any set number of values in them. The seven or eight lines in each category only serve as a possible guideline. Also, this list of 18 work values may very well not be exhaustive for your particular situation. Think about and feel free to add anywhere which you feel are important but which are not included here.

After you have decided which particular values generally belong in each category, try then to work the values within each individual category in their order of importance using the column at the far right. Especially try to rank those values which come under the first two headings--Most(A) and Somewhat(S). Individually ranking the work values which are Least(C) important to you is usually less useful.

1. Number of hours involved
2. Opportunity for advancement
3. Personal Interest in the Work Performed
4. Job security
5. Salary/Wages/Benefits
6. Independence/Autonomy
7. Types of Co-Workers
8. Variety
9. Physical Surroundings/Working Conditions
10. Likelihood of Placement
11. Prestige/Status
12. Geographic mobility or choice
13. Degree of challenge involved
14. Opportunity for Creativity
15. Contral/Authority/Decision-Making
16. Altruism/Usefulness to Others
17. Adventure/Travel
18. Aesthetics

A. Most Important

____
____
____
____
____
____
____
____

Individual Rankings-A.Most

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

B. Somewhat Important

____
____
____
____
____
____
____
____

Individual Rankings-B.Somewhat

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

C. Least Important

____
____
____
____
____
____
____
____

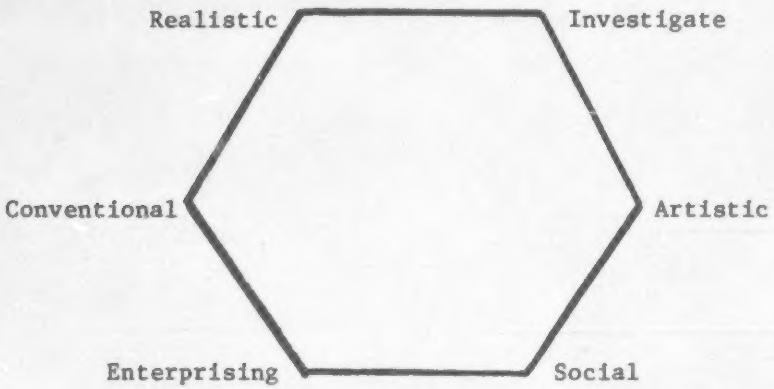
Individual Rankings-C.Least
(optional)

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Rank all fifteen of the following occupations according to the relative importance (prestige) that you attach to each. Place a number "1" in front of the occupation that you believe is most important and carry through to the least important, in your view, as number "15":

Your Rank	Name of Occupation
. . . . .	Author of novels
. . . . .	Newspaper columnist
. . . . .	Policeman
. . . . .	Banker
. . . . .	U.S. Supreme Court Justice
. . . . .	Lawyer
. . . . .	Undertaker
. . . . .	State Governor
. . . .	Sociologist
. . . . .	Scientist
. . . . .	Public School Teacher
. . . . .	Dentist
. . . . .	Psychologist
. . . . .	College Professor
. . . . .	Physician

ADRIAN COLLEGE
Relating Work Environments to Interest and Personal Abilities



Realistic Environment--confronts individuals with explicit, concrete, physical tasks requiring mechanical ingenuity and skill. Behaviors involved in mastering such tasks include setting up, operating, driving, tending, manipulating objects and handling machines. Emphasis is on things rather than ideas or people.

Investigative Environment--confronts individuals with tasks calling for solutions to physical and intellectual problems and emphasizes ideas and things rather than people. Behaviors included in mastering such tasks include seeking, searching, investigating, pioneering, adventuring, analyzing, evaluating, and criticizing.

Artistic Environment--confronts people with tasks and problems that require the interpretation or creation of artistic forms. Behaviors include synthesizing, imagining, creating, growing, sensing, intuiting, integrating and exhibiting.

Social Environment--confronts individuals with tasks that call for the ability to interpret and modify human behaviors and require caring for and communicating with other people. Typical behaviors are helping, supporting, teaching, rescuing, maintaining, feeling and communicating.

Enterprising Environment--confronts individuals with tasks that require verbal facility used to direct or persuade others. Typical behaviors include directing, controlling, planning, supervising, persuading, manipulating, proving, demanding, commanding, prosecuting and selling.

Conventional Environments--confront individuals with tasks that require systematic, concrete, routine processing of verbal and mathematical information. Behaviors include accounting, conforming, accommodating and following orders.

(On the following page, the above six environments are referred to by the first letter in their title: R, I, A, S, E, C.)

RELATING INTEREST AND PERSONAL ABILITIES TO THE WORK ENVIRONMENT DESCRIBED ON PRECEDING PAGE

INTEREST INVENTORY CATEGORIES

1. Public Speaking - E
2. Direct Sales - E
3. Marketing - E
4. Science/Science Research - I
5. Agriculture - R
6. Recreation/Recreational Leader - S
7. Medical Service - I/S
8. Social Service - S
9. Religious Activities - S
10. Numerical - I
11. Business Management - E
12. Military Activities - R
13. Technical Supervision - R/I/E
14. Teaching/Counseling - S
15. Art/Music/Drama - A
16. Homemaking - S
17. Outdoor - R
18. Organizational Activities - E/C
19. Mechanical/Skilled Trade - R
20. Planning - E/S

PERSONAL ABILITIES INVENTORY CATEGORIES

1. Clerical/Routine Tasks - C
2. Draw/Artistic/Design - A
3. Sales Persuasion - E
4. Problem Solving - E/S/I
5. Work w/numbers - I
6. Scientific Ability - I
7. Organize/Plan - E/S/I
8. Leadership - E/S
9. Oral/Communication - E/S/A
10. Written Communication - E/S/A
11. Supervise/Manage - E
12. Teach/Instruc./Guide - S
13. Serve/Help - S
14. Innovate/Create - A
15. Observe/Listen - S
16. Machine/Manual - R
17. Athletic/Outdoor - R
18. Work with details - I/E/C
19. Influence/Persuade - E
20. Perform/Act - A
21. Research/Investigate - I
22. Analyze/Evaluate - I/E
23. Self-Motivate/Initiate - E/S/A
24. Work under pressure - E
25. Follow instructions - C

ADRIAN COLLEGE

MATCHING INFORMATION ABOUT YOURSELF WITH INFORMATION ABOUT THE WORLD OF WORK

On the basis of your interests, work values and your work autobiography, select four occupations to explore.

1. ______________________
2. ______________________
3. ______________________
4. ______________________

Note: If you are having trouble converting your academic interests into occupational interests, see The Occupational Thesaurus, Vol. I and II, The Occupational Outlook Handbook, The Dictionary of Occupational Titles.

Fill in the information for each occupation. If your needs, values, abilities and achievements match those of the occupations, put an "X" in the upper right hand corner of the square.

OCCUPATION'S NEEDS & VALUES	OCCUPATION #1	OCCUPATION #2	OCCUPATION #3	OCCUPATION #4
Indoor - Outdoor				
Travel				
Hours of Work				
Urban-Rural				
Geographic Location				
Self-Motivation or Take Directors				
Training Required				
Main Career Values				
Comments				

ABILITIES & ACHIEVEMENTS	OCCUPATION #1	OCCUPATION #2	OCCUPATION #3	OCCUPATION #4
GPA				
Health Requirements				
Needed Test Scores (if any)				
Special Talents or Abilities				
Most Important Preparation				
JOB POTENTIAL				
Employment Outlook (At graduation or completion of training)				
Employment Outlook 5 years 10 years				
Starting Salary				
Predicted Top Salary				
Fringe Benefits				
Entry Level Positions				
Intermediate Positions				
Possible "Top" Positions				
List Potential Employers				
Sources of Information about this Occupation				

ADRIAN COLLEGE

CAREER AND LIFE PLANNING COURSE

FIELD STUDY OUTLINE

Use this outline as a guide in taking and arranging your notes for your Career Monograph. You may find it convenient to cut this outline into its major sections, to paste each section at the head of a page in your notebook and to record below and after each pasted heading all your notes on the appropriate questions.

I. Introduction

- Interesting facts about the service which workers perform in this occupation, about the origin and history of the work.

II. Future Prospects

- Are workers in demand today? Give evidence.
- Is employment expected to increase or decrease? Why? Rate of increase or decrease? Source of information.

III. Nature of Work

- State as clearly as you can what the worker does.
- Describe the place of work or work environment.
- Is the work self-directed?
- Is the work done with others, around others, alone?

IV. Qualifications for Entry Level Position

- Age - upper and lower age limits for entrance and retirement.
- Sex - predominantly male or female? Are there reasonable opportunities for both?
- Is there more active demand for one than for the other?
- Percentage employed in place you investigated.
- Aptitude and interests - has any vocational interest test been validated on workers in this occupation?
- Tools and equipment - must these be supplied by the workers at their own expense, as a physician must equip his office? Average cost?
- Legal requirements - is a license or certificate required? Where and how does one get a statement of the requirements?

- Preparation - how much and what kind of preparation is required to meet legal requirements and employers' standards?
  - what kind of college program should precede entrance into the professional school? What subjects must be or should be chosen?
  - what provisions, if any, are made for apprenticeship or other on-the-job training?
  - does the company support continuing education?
  - is experience a prerequisite to entrance?
- Entrance - how does one get his first job? Examination? Application? Registering with employment agencies?

V. Advancement

- What proportion of workers advance? To what? After how long and after what additional preparation or experience?
- What are the related occupations to which this may lead?

VI. Earnings

- Pay most attention to starting salary and average salary for all workers. Avoid misleading emphasis on the exceptional worker who is highly paid.
- What are the most dependable average figures you can find on earnings by week, by month, by year?
- What is the range of the middle 50%?
- Are earnings higher or lower in certain parts of the United States or in certain branches of the occupation?
- Include extra earnings from commissions, expense allowances, fringe benefits.

VII. Number and Distribution of Workers

- According to United States Bureau of Labor Statistics how many were employed at this occupation? Avoid "labor force" figures; get "number employed." Divide total population of the United States (last census) by the number employed to show how many persons there were in the total population to each one in this occupation.
- How many men? women? minority groups?
- Are the workers evenly distributed over the U.S. in proportion to the population or concentrated in certain areas? Where? Why?
- Can a person practice this occupation anywhere that he chooses to live?
- Cite source of information for your statistics.

VIII. Advantages and Disadvantages

- Here record what the workers you interviewed said they liked best and disliked most about their jobs.
- Are hours regular, irregular, frequent overtime or night work, Sunday and holiday work?
- What about vacations?
- Is employment steady, seasonal or irregular? Does one earn more or less with advancing age, i.e., the professional athlete?
- Is the working lifetime shorter than average, i.e., models, stewardesses?
- Are the skills acquired transferable to other occupations?
- In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive?

(include anything important not covered under other headings.)

IX. Related Occupations

- What are the related occupations that might prove acceptable to the person who thought he wanted to enter this one but who finds either himself or the occupation lacking something?

X. Sources of Information

- Names and addresses of major professional associates and other organizations from which you can get or did get helpful information.

XI. Bibliography

- Best references. Annotate each one and arrange in order of merit.

Summary - Review in your log book and your work autobiography the things you know about yourself. List the reasons why you think this would be a good occupation for you to enter. List the reasons why you think this would not be a good occupation for you.

Tentative decision. If you had to decide today whether or not to enter this occupation, what would you decide and why?

CAREER INFORMATION INTERVIEW

Be prepared to ask specific questions. Your objective is to learn as much as you can. To accomplish this in as short a time as possible, prepare a written list of questions.

Remember the purpose of the visit is to obtain information, not to ask for a job. The approach you take in a job interview is quite different from that of an information interview. In the job interview you are trying to sell yourself. In an information interview you only want to learn about a field and make a decision as to whether it is a viable career for you.

Ask good questions, get full information, and you will be able to make a better decision as to whether or not to pursue a particular field as a career possibility.

Suggested Questions to Ask at Career Information Interview

1. In the position you now hold, what do you do on a typical day?
2. What are the most interesting aspects of your job?
3. What part of your work do you consider dull or repetitious? What percentage of your time do you have to devote to this?
4. What were the jobs that you had which led to this one?
5. How long does it usually take to move from one step to the next in this career path?
6. What is the step above the one you now have?
7. What is the top job you can have in this career?
8. Are there other areas of this field to which people in it may be transferred? What are they?
9. What are the prerequisites for jobs in this field?
10. Are there any specific courses a student might take that would be particularly beneficial in this field?
11. What entry level jobs qualify one for this field?
12. What types of training do companies give to persons entering this field?
13. What are the salary ranges for various levels in this field?
14. What aspects of a career in this field do you consider particularly good? Particularly bad?
15. What special advice would you give a young person entering this field?
16. Is there a demand for people in this field?
17. Do you view this field as a growing one?
18. How do you see the jobs in the field changing over the next two years? What can I do to prepare myself for such changes?
19. What is the best way to obtain a position which will start me on a career in this field?
20. Do you have information on job specifications and descriptions which I may have?

MANSFIELD STATE COLLEGE

2 credits
2 semester hours

Secondary Education 201 - Personal Career Planning

Unit I: Personal Career Development

Course Outline

Aim - To give you an overview of the world of work relevant to your interests, skills and aptitude and relevant to Western Society. To explore your own feelings about the world of work and where you may fit into it. To gather information about vocational development and the job market as it relates to college graduates. To help you determine a general direction in your quest for a future career - specifically a position in the world of work.

Objective - 1. Providing the background for self-evaluation so that the student may develop as thorough an understanding of himself as possible.
2. Providing the materials and resources for the study of the world of work.
3. Providing the facilities and counseling so that these self-evaluations can be integrated.
4. Providing some assistance in the task of seeking his objective after his choice is made.

Description - This Career Development Course encompasses three basic units of work which are structured on the individual's personal world, his world of work, and the integration of his personality and that world of work. These units include the use of a testing program at the beginning of the course, which includes the Kuder Occupational Interest Survey, The Strong Vocational Interest Blank and a Personality Inventory. From the student's review of these inventories and his self-evaluation of both himself and the world of work, he learns to integrate his personal world with that of the world of work and hopefully selects a curriculum or career for his future. This course included a history of vocational development in the United States and the application of the American worker to that history.

Outline of Course

Personal Career Planning

Secondary Education 201

Unit I

My Personal World - Your Self-Assessment

Meetings: Tuesday Evening at 7:00 P.M.

Lecture 1 Orientation: All about the world of work!
What about the course? Film slide presentation

Lecture 2 Review of interest and personal inventory - Inventories to be taken by each student..... will be scored and reviewed in class. To be used in your self-assessment.

Lecture 3 Career Planning -- using self-assessment.

Part A. Exercises on: (your)

1. values
2. abilities
3. interests
4. social issues
5. other people and feelings

Part B. Self-assessment review - Paper to be written and review of tests. "What Have I Learned?"

Course Contract

An "A" for this Unit requires:

1. Reading of all assignments
2. Read and report on: (5 minute maximum on number 2)
   Career Development: self concepts theory, Super, Donald
   College Entrance Examination Board
   Research Monograph, Number 4
   or
   Read and report on I Can Be Anything, Careers and Colleges for Young Women, Joye Mitchell
   or
   Read and report on Value and Valuing, Raths, Hormin
   Simon Chapter Three pp - 27-37
3. Personal interview - review of abilities
4. Written report on "What Have I Learned?"

"B" Three of these

"C" One and "What Have I Learned?" required

After two "cuts" your grade will be reduced by one letter per cut! Please do not cut classes, we do not give exams!

MANSFIELD STATE COLLEGE

Film Slide Presentations

Exploring Values For A Career Choice

I. Decision Making includes the following: Film I

A. Personal Values

1. Interests
2. Abilities
3. Leadership
4. Responsibility
5. Priorities
6. Belonging
7. Dealing with People
8. Challenge

All these factors change, which may cause you to make different values, judgements and decisions - Values, concepts all continuous and always subject to change.

II. Working Environments are part of the Decision Making Process: Film II

A. Environments include:

1. People, things, data, work
2. Groups or being alone at work
3. Inside or outside work
4. Noisy or quiet
5. Glamorous or drab working conditions
6. Dangerous or soft working conditions
7. Regulatory or freelance working conditions
8. Status or non-status positions
9. Name ------ not a number

III. Chance Taking: Film III

A. Taking Chances

1. Daring
2. Reckless
3. Reason
    a. Calm
    b. Reason
    c. Outcomes
4. Go for Broke
5. Big money
6. Security
    a. Vacation
    b. Time Freedom
7. Employee
8. Self-employed

9. Reality
    a. Goal consideration
    b. Market
    c. Priorities

B. Considerations

1. Stagnation
2. Family
3. Motivation
4. Ability to work with others
5. Self-confidence
6. Knowing yourself

IV. Commitment: Film IV

A. Satisfaction

1. Helping Others
2. Money
3. Promotion
4. Security
5. Hours

B. Attitude

1. Toward Self
2. Toward Others

C. Impact

1. Power
    a. Complexity
    b. Intricate
    c. Difficulty
2. Influence
3. Contribution
    a. Real
    b. Direct
    c. Indirect

D. Goals

1. Short term
2. Long term

E. Enjoy What You Are Doing

F. Workload

1. Specialist
2. Generalist
3. Working with people
4. Working with things
5. Set hours
6. Flexible hours

MANSFIELD STATE COLLEGE

Outline of Course

Personal Career Planning
Secondary Education 201

Unit II

My Work World - A review of the "World of Work"

Lecture 1

A. The changing world of work - The Nature of Work also a "film strip and audio" The Changing Work Ethic Part I.

B. New trends in the world of work also a "film strip and audio" The Changing Work Ethic Part II.

C. Occupational outlook for the mid - 1980's

Lecture 2

A. Review of Literature in the field "The World of Work"

1. What Can I Do With A Major In..........?
2. Occupational Outlook Handbook 1974-75 Edition
3. I Can Be Anything
4. What Color Is Your Parachute?
5. A Career Planning Program For College Students
6. This Isn't Quite What I Had In Mind

B. What are professional occupations? Second Edition, Occupational Careers by Walter L. Slocum.

Lecture 3

A. The Dictionary of Occupational Titles Volume I and II

B. Use of D.O.T. - Work sheets.

Unit III

Lecture 1 Theories of career choice/The Search for Common Denominators in Career Counseling - Life/Work Planning

Lecture 2 The anatomy of a career decision

Lecture 3	Making a vocational choice - John Holland
Lecture 4	Trait/factor method of vocational choice - Williamson/Herr
Lecture 5	Go Have Yourself an Employer - Richard Irish as outlined in PATH written by Howard C. Figler pp 22. Convergent Thinking Divergent Thinking

Our experience with this course seems to indicate that it can be taught with groups of between twelve and thirty rather successfully. Large groups presented some problems in the field of testing and personalized career counseling. However, the benefits of reaching large groups appears to outweigh the problem of developing many small groups requiring more staffing and expanded facilities.

Our Personal Career Planning Program begins with Freshmen Orientation during summer sessions, and continues by offering a credit course for all students. Career seminars are offered for juniors and seniors, ending with a complete placement service for seniors. Although we have not formally designated each part of our continuous program as some colleges have done, we believe it is comprehensive. We plan to work toward a system involving very close coordination with our academic advisor program. We hope to follow the Alabama Plan, which stresses career development as a life-long process.

Mercy College

Dobbs Ferry, New York

Psychology 93: Contemporary Issues: Career/Life Planning
Instructor: Denise Cancellare
Spring Semester: 3 Credits (14 sessions)

Course Goals

I. Students will learn to assume responsibility for career decision-making by:

- a. exploration of personal abilities, values and interests
- b. use of resources to explore careers
- c. interviewing people in career fields
- d. synthesizing information about self and career options so as to be able to make realistic choices

II. Students will assume responsibility for implementing career plans by:

- a. effective use of job-hunting techniques
    - 1. resumes, letters, interview preparation
    - 2. indirect job campaign

Texts and Bibliography on page 158

January Intersession Assignment on page 159

Course Outline

Mercy College, Dobbs Ferry, N.Y.

Psychology 93: Contemporary Issues: Career/Life Planning

3 credits in Psychology

Instructor: Denise Cancellare, Director, Career Counseling & Placement

Session I

Ice Breaker: Form circle of entire group, pair off into twos (remaining in circle) each one of the pair introduces him/her self to the other person in the pair, telling something significant about him/her self, about their work, their interests, their leisure activities and what they hope to get out of the course. Allow 4 or 5 minutes for each person in the pair. Then go around the circle, each partner in the pairs introduces the other partner, telling what he has remembered from the other person's disclosure.

Itemize what people want from the course and then give overview of goals of course and activities designed to meet those goals.

Class discussion: Are we free to decide?

Freedom — Determinism
1 ← → 10

Where on this scale would you place yourself? Why?

Control over your own destiny in part is gained by:

1) self-awareness of
    a) your abilities - give example
    b) your values - give example

2) your awareness of the world of work, which is gained through
    a) reading - introduce resources such as the Occupational Outlook Handbook and the Encyclopedia of Careers and Vocational Guidance
    b) interviewing - introduce concept of informational interviewing
    c) experience - volunteer work, summer and part-time jobs

Discussion of assignments (See attached sheet)
Take time to go over informational interviewing thoroughly. In class look over PATH exercises:

Occupational Data Sheet p. 110
Inquiring Reporter p. 143
Potential Employers Survey p. 132

As a group evaluate questions suggested in those exercises for appropriateness in informational interviewing.

Introduce concept of Social Network-that we all have networks of contacts through community involvement, social matrices. These networks are to be used indirectly. One never asks a contact, "Can you get me a job?" but for research purposes one can ask, "Do you know anyone who would know more about . . . ?"

Session II Administer Strong Campbell Interest Inventory

Begin with discussion of Rules for Group exercises (see PATH bottom of p. 39):

1. When one person talks, he/she must have attention of group
2. Each person has the right to pass if he/she does not wish to participate in a particular exercise.

Career Fantasies PATH, p. 49, exercise 2

Think of and write down your childhood fantasies. Then each person in the circle shares these fantasies in the group and tells how he/she feels now about that career.

Attitudes Towards Work PATH, p. 51, exercise 3

Some of these questions can be used for class discussion.

Enjoyable Activities PATH, p. 66, exercise 6

Divide into subgroups of 4. List 10 most enjoyed activities. Select about four activities that could be incorporated into a job. Share with members of subgroup.

I Want to Work With People PATH, p. 69, exercise 6, part 2

Select two ways of working with people that you would prefer from the list and two that you like least. In subgroup share them and give examples from your own experience that show your reactions.

Life Values PATH Revision Sheets (See page 161.)

Session III

Trial Occupations PATH, p. 100, exercise 15

This exercise is designed to stimulate thinking about career possibilities that might not have crossed your mind and to extract from each job title what you value in it.

Select from the list 8 occupations that appeal most to you
Include occupations that are not in the list if they appeal to you

Try not to select similar ones
Select them regardless of whether you can do them
Select 4 from the list that you cannot stand
Rank the 8 you like on one side of a sheet
Next to each job title put the answer to the question: "What appeals to me about this particular career."

Share the results with a neighbor, neighbor looks for pattern.

Work Values PATH, p. 77, exercise 9

Rate values that are most important

Things I'd Like to Change PATH, p. 80, exercise 9, part 2

Apportion 100 weeks among the causes listed. In subgroup of four share the four causes most important to you. Group helps brainstorm places or organizations with the same goals that might be likely employers or list volunteer or community service projects that would provide an outlet for your social concerns.

(Another version of the same exercise from the Quick Job Hunting Map., p. 19 If you had $10 million to give away to charity, to what causes would you give it.)

Values Summary Sheet PATH, p. 113, exercise 16

Use the first part of this exercise to summarize and consolidate values from the preceding exercises.

Party Exercise, Quick Job Hunting Map, p. 4

Select groups of people you would most like to associate with from groups based on Holland's people environments hexagon.

Introduce Magnificent 7 for homework from QJHM, p. 5

Each person is to write up 7 achievements in his/her life. Follow instructions for grid in QJHM.

Read to class paragraph from What Color Is Your Parachute? p. 83, "A Special Word for Puritans"

Session IV

Introduce concept of functional/transferable skills using Sidney Fine's definition of skills: adaptive skills, functional skills and work-content skills. (See page 162.)

Functional Skills PATH, Notes to Instructor, p. 17.

Check off skills you have used in the list. Share in subgroup, others try to brainstorm career possibilities from your strongest skills.

Achievements PATH, p. 87 is description of group exercise.

In subgroups each member reports on one of his/her "magnificent seven" achievements, the others list the skills they think the focus person was using to accomplish his/her achievement. A composite list is compiled for each one in turn.

Abilities Summary Sheet

Students compile list of skills/abilities from last few exercises. Consolidate them. Then they classify them according to Fine's definition into three categories: adaptive skills, functional skills and work-content skills. They usually need individual help with this exercise.

Failures PATH, p. 91, exercise 13

Accentuate the positive in this exercise. Focus should be on things you can take steps to improve and what steps would be appropriate.

Irish Go Hire Yourself an Employer, p. 17: "Getting yourself together means learning about your weaknesses, too. This is the power of negative thinking, analyzing why you don't do something well."

Toughest interview question: "What are your weaknesses?"

Session V

Working Conditions, QJHM #5, p. 19.

Yellow Pages Categories for College Graduates PATH, pp. 134-5

Go through list and select type of organization.

Create Your Own Career

Use large sheets for newsprint for each member of class. Each person makes columns for each of the following:

Working Conditions	Organizations	Values	Skills	College Major or Types of People

List four or five items in each column from the preceding exercises. The values and skills should come from the Summary Sheets exercises. In subgroups, brainstorm job titles/careers for each focus person using as many variables as possible.

Introduce Final Statement Exercise for homework PATH Revision Sheets (See pages 163 and 164.)

Reality testing is the important element.

Session VI

Direct Job Campaign

Traditional resume writing, cover letter and interviewing techniques, how to use library resources to find employment, civil service.

Graduate School Inquiry PATH, p. 63

If your career choice dictates going to grad school, how to select one.

Session VII

Guest lecturer from a personnel department: "What Does an Interviewer Look For?"

Session VIII

Make arrangements to review each student's resume individually. This can be done through individual appointments. If the instructor wishes, this time can also be used to go over their Final Statements. (This session could be combined with the next one.)

Session IX

Library period with class to allow them to do professional journal assignment. The instructor's assistance in selecting appropriate journals is desirable.

Warnath in his article "Vocational Theories: Direction to Nowhere" in the 1975 issue of The Personnel and Guidance Journal questions the value of vocational counseling which proceeds on the belief that people can choose satisfying careers. In a society where work is alienating even for the white-collar worker, such counseling can be misleading. It is possible that many people will have to find their "life's work" outside the scope of their job. Thus the counselor's task is broader than vocational counseling; it can be called "life planning."

Among the issues raised by Warnath that are of particular relevance to this course are: the problem of leisure and alienation. For this reason a lecture/discussion on each has been included in the course so that students will be better acquainted with reality of the work world and better prepared to take control of at least some portion of their lives even if it cannot be their working lives as Bolles would lead them to believe.

After the lecture on alienation and the discussion of Studs Terkel's book Working, a good discussion can center on whether or not Parachute is too optimistic.

Session X

Lecture on Work vs. Leisure

The purpose of this lecture is to develop an understanding of the different attitudes towards leisure and work of different civilizations, notably the ancient Greeks, the Puritans and contemporary society.

It is suggested that a guest speaker be invited from the philosophy department for this lecture.

Suggested readings: de Grazia, Green and Pieper (see bibliography)

Session XI

Lecture on Work and Alienation

This could most profitably be a lecture by a philosophy or sociology professor to develop the concept of alienation. This cannot be done without reference to Marx's concept of alienation because he dealt directly with alienation in work.

Suggested readings: Fromm and Work in America.

Session XII

Discussion of Working by Studs Terkel. Discussion of value of life/work planning process. Again the question: Can we control our own destiny? Has there been any change in opinion between the first class and now?

Obstacles to accomplishing career goals

Brief presentation by instructor that some obstacles are internal avoidances and that these are acceptable as long as we can recognize and identify them for what they are, e.g., cleaning a closet when you should be writing a resume. Sometimes we need this time to organize our thoughts.

Gather class into circle so each member can share career goals and obstacles and/or avoidances. As in all group exercises each person may reserve the right to pass.

The group process is important here for two reasons:

a) they will make helpful suggestions to over come obstacles and avoidances;
b) group support will be available to help individuals who are having difficulty.

Thus the class acts as a network and support group for the individual members.

Session XIII

Assertiveness Training - Guest lecturer if necessary

Basic concepts of assertiveness training. Emphasis on assertiveness in the interview and on the job. Role playing.

Session XIV

Follow up on obstacles exercise. Individuals who had tasks to perform, report on their progress to the group.

Results of Strong Campbell Interest Inventory and interpretation.

Read reports

Final exam.

Notes:

It is recommended that the course be team-taught. A graduate student intern could help in that capacity. The reason for this is that feedback is important in conducting group exercises.

The course can be a different number of sessions of differing lengths. It has been done in 8 sessions during the January Intersession as well as the larger number during the regular semester.

If you are having difficulty getting the course offered for credit, it might help to invite members of the philosophy, psychology or sociology departments to give the lectures on leisure and alienation.

If anyone attempts to use PATH, it is essential for them to get the new Notes to Instructors to accompany it because Howard Figler has revised his Instructions considerably on the basis of experience.

Psychology 93: Contemporary Issues: Career/Life Planning

Spring semester

Instructor: Denise Cancellare

Texts for Course:

Bolles, Richard. What Color Is Your Parachute? Berkeley, CA: Ten Speed Press, 1977.

Bolles, Richard. The Quick Job-Hunting Map. Berkeley, CA: Ten Speed Press, 1975.

Figler, Howard. PATH: A Career Workbook for Liberal Arts Students. Cranston, R.I.: Carroll Press, 1975.

Terkel, Studs. Working. New York: Avon Books, 1975.

Instructors must also have:

Figler, Howard. Notes to Instructors - PATH: A Career Workbook for Liberal Arts Students. Cranston, R.I.: Carroll Press, 1976.

Psychology 93: Contemporary Issues: Career/Life Planning

Instructor: Cancellare January Intersession

Evaluation based on attendance and participation in class and completion of assignments. All work must be neatly typed. Grammar and spelling will affect your grades.

Assignments:

1. Interview three people of your own selection and write three interview reports according to the following format: a) Purpose in selecting this person to be interviewed, b) Interview results. Narrative style is preferred over question and answer format because it is necessary for you to absorb and interpret the results of your interview. In addition to the conversation, you should report anything else of significance that you observed, e.g., the setting, the person's appearance, dress, manner (Were they cordial or abrupt? Was your interview interrupted by the phone frequently?), c) Your own conclusions. What particular insights did you gain as a result of the interview.

Due dates: Interview 1:
Interview 2:
Interview 3:

2. Read a professional journal and write a brief report on it giving title, date, titles of articles read, (a) Did they provide insight into current problems in the field? (b) Did the journal as a whole present competing viewpoints? (c) Assuming you are seriously considering a career in this field, would you subscribe to this publication? (d) Why? and Why not?

Due date:

3. Resume - Due date:

4. Final Statement - Due date:

5. Readings:

Read by
Section I Principles of the Path Program
Section II Premises of the Path Program
Section III Guidelines for Using the Path Program, p. 37 and top of 38

Read by
Preface of Parachute
Chapters 1 and 2
Chapter 3 "You Can Do It."
Chapter 4 "What About Getting Help?"

Read by
Chapter 5 "Only You Can Decide: What Do You Want to Do?" Skim exercises.
Chapter 6 "Where Do You Want to Do It?
Chapter 7 "You Must Identify the Man Who Has the Power to Hire You and Show Him Your Skills Can Help Him With His Problems"

Read by
Working by Studs Terkel (See reverse)

Psy 93: Career/Life Planning Cancellare

Working by Studs Terkel

Assigned Chapters

* Preface III The Mason

Working the Land
* Roberto Acuna, farm worker

A Pecking Order
* Roberta Victor, hooker

Watching
* Anthony Ruggiero, industrial investigator

The Demon Lover

The Making
Phil Stallings, spot-welder
Jim Grayson, spot-welder
Hobart Foote, utility man
Ned Williams, stock chaser
Tom Brand, plant manager

The Driving
* Frank Decker, Interstate truckdriver

Counting
Fred Roman, auditor

In Charge
Ward Quaal, TV/radio executive
Peter Keeley, ex-boss
Lois Keeley Novak, his daughter
Larry Ross, ex-president of conglomerate; consultant

Fathers & Sons
* Jack Currier, teach adult education

* Must read

Others choice of 5 out of 10 but at least 2 from The Demon Lover and In Charge

MERCY COLLEGE - PSYCHOLOGY 93

LIFE VALUES EXERCISE

(Used in Session II)

1. Look at the 14 different areas of concern below. Rank all of these areas from top to bottom. Rank No. 1 the one you feel is most important to you, No. 2 the second most important, and so forth, through no. 14, the least important.

2. Tell why you ranked Nos. 1 through 5 as you did. Take two minutes to explain this in your small group, and then respond to questions and comments.

_____FAMILY (MY OWN)

_____FAMILY (PARENTS)

_____WORK/CAREER

_____HEALTH

_____FRIENDSHIPS

_____MONEY

_____RECREATION

_____EDUCATION

_____POLITICS

_____RELIGION

_____LOVE/SEX

_____COMMUNITY

_____SOCIAL CHANGE

_____SELF DEVELOPMENT

3. Excluding Work or either of the Family categories, place your top 3 on the Summary Sheet for Values.

MERCY COLLEGE - PSYCHOLOGY 93

*Sidney A. Fine's Definition of Skills**

(Used in Session IV)

ADAPTIVE	*FUNCTIONAL*	*SPECIFIC CONTENT OR WORK-CONTENT*
Self-Management Skills	*Instrumental or Transferable Skills*	*Particular Job Conditions, Vocabulary & Artifacts*
Rooted in temperament	Rooted in aptitudes	Rooted in personal experience and preference
Acquired in early years, among family, peers, school; or, later in life, by intensive education.	Acquired either as natural-born talent, refined by experience and education; or by specific educational, vocational or avocational special training.	Acquired by private reading, apprenticeship, technical training institute, school, or (often) on the job.
Related to environments, and particularly to the requirements or demands for conformity and continuity vs. risk and discretion and change.	Related to People, Data and Things, in generalizable or transferable fashion (from one field, profession, occupation or job, to another).	Related to performing a job in a particular field, profession, or occupation, according to the specifications and conditions of a particular employer.
Examples:	*Examples:*	*Examples:*
Management of oneself, in relation to: authority space & time direction moving towards, away from, or against others self-pacing self-routing punctuality dress care of property impulse control	Tending and operating machines Comparing, compiling or analyzing data Exchanging information with, or consulting, supervising people.	Detailed knowledge of the various parts of a car Knowing the names of all the muscles in the human body Understanding the psychology of human motivation.
In Everyday Speech:	*In Everyday Speech:*	*In Everyday Speech:*
Regularity Dependability Initiative Resourcefulness Etc.	Artistic talent A born problem solver A natural salesman or saleswoman A gifted writer Effective in dealing with many kinds of people Bringing new life to traditional art forms Etc.	Financial planning and management A skilled engineer Theatrical production planning and management Market research and analysis Making radio and TV presentations Personnel administration Etc.

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* As adapted by the National Career Development Project, particularly in the definition of Work-Content skills.

MERCY COLLEGE - PSYCHOLOGY 93

FINAL STATEMENT EXERCISE

(Used in Session V)

CAREER GOAL: ______________________

HIGHEST PRIORITY VALUES SATISFIED:
1. ______________________
2. ______________________
3. ______________________

STRONGEST ABILITIES USED:
1. ______________________
2. ______________________
3. ______________________

LIKELY EMPLOYERS:
(a) ______________________
(b) ______________________
(c) ______________________

EDUCATIONAL REQUIREMENTS: ______________________

OBSTACLES:
(a) Abilities I Must Improve: ______________________
(b) Other Obstacles: ______________________

REALITY TESTS:
(a) Immediate: ______________________
(b) Long-Run: ______________________

MERCY COLLEGE - PSYCHOLOGY 93

SAMPLE FOR FINAL STATEMENT EXERCISE

(Used in Session V)

CAREER GOAL: I want to be in the business world, where I can use my mathematical talent to help people make financial decisions. In this role, I also hope to develop new methods for financial planning, and write about these ideas in professional journals. Eventually, I intend to publish a book detailing these ideas. If the books are successful, I may join a publishing house or start my own.

HIGHEST PRIORITY VALUES SATISFIED:

1. Helping others directly
2. Solving quantitative problems
3. Working toward financial independence

STRONGEST ABILITIES USED:

1. Mathematical competence
2. Counseling ability
3. Understanding of what people will buy
4. Writing ability (journalism)

LIKELY EMPLOYERS:

(a) Stock brokerage firms

(b) Publishing houses

(c) Self-employment

EDUCATIONAL REQUIREMENTS: Perhaps an advanced degree in Statistics, probably an MBA in the areas of marketing, statistics, and investments

OBSTACLES:

(a) Abilities I must improve: Selling ideas to other people, Speaking to groups

(b) Other obstacles: Sufficient capital to start a business

REALITY TESTS:

(a) Immediate: Do well in Math, Statistics, and Economics courses

(b) Long-Run: Succeed in a position as an investment counselor; publish articles in prominent journals

MORAVIAN COLLEGE

Course Title:

Introduction to Counseling

Course Objectives:

The objectives of the course include an understanding of the fundamental goals and processes of counseling and experience in applying the basic principles of counseling in appropriate helping roles. A wide range of activities is planned to meet individual needs while accomplishing these objectives.

Class Meetings:

Section A - Tuesday 1:00 - 4:00 P.M. Memorial Hall 303
Section B - Thursday 1:00 - 4:00 P.M. Memorial Hall 303

Texts:

#* Egan, G., *Face to Face*, Brooks/Cole, Monterey, California, 1973.
* Egan, G., *The Skilled Helper* (with Training Manual), Brooks/Cole, Monterey, California, 1975.
Figler, H., *PATH - A Career Workbook for Liberal Arts Students*, Carroll Press, Cranston, R.I., 1975.
Kinget, G. M., *On Being Human*, Harcourt Brace Jovanovich, New York, 1975.

Instructor:

Donald K. Kirts
Office: Memorial Hall 204
Extension 268

Attendance:

Regular attendance is expected for full participation.

Assignments:

Specific assignments for readings, laboratory exercises and papers will be distributed and discussed in class.

* Recommended reading for any para-professional or faculty who want to help improve their counseling skills.

# Good resource on group counseling.

Activities:

Simulation

A situation or problem that is relevant to persons participating in class. (See page 198.)

Problem

An attempt is made to solve a problem with emphasis placed on the process of achieving a partial or complete resolution.

Freshman Seminars to be Conducted by Peer Counselors

Instructor supervises the planning and implementation of seminars by peer counselors. Topics include - Academic Planning, Preparation for Examinations, Management of Time, Career Information-Interest Inventories, Choosing a Major, Relating Majors to Careers.

Refer to Career Counseling and Placement Office.

Peer counselors write a report based on their interviews with new students assigned to them. Observations and recommendations are offered.

Suggestions for further advising.

Peer Counseling Skills Developed

1. Attitude (verbal and non-verbal)
2. Accurate empathy
3. Respect
4. Genuineness
5. Concreteness (trying to get person to be more specific)
6. Self-disclosure
7. Immediacy)
8. Confrontation) use in class format - (group)
9. Directionality
10. Behavioral support

Sample Projects:

Interview Role-Play

You are consulting a career counselor regarding a decision you must make in the near future (or a problem you have encountered in your career planning).

Simulation

The importance of faculty involvement in career planning activities is increasingly being recognized on campus. As a member of the special committee to present a plan to implement this involvement, you propose to use a group approach. What problems do you anticipate? What is the plan?

SAINT MARY'S COLLEGE

Winona, Minnesota

Rationale for Career Development Education

What does career development education have to do with a liberal arts college? Is this just another "fly-by-night" educational fad? I can tell you that I have wondered about this myself! After some study and thought I've concluded that career development education is an essential aspect of liberal arts education. Furthermore, it is here to stay. Let me share my rationale with you.

1) Historically, careers have been an important aspect of education. We've been talking about careers since the time of Maimonides. (Marland, 1974) Our greatest universities were intiailly developed to prepare individuals for specific professional occupations (Roberts, 1971).

2) The development of self and the consideration of "total constellation of psychological, physical, economic, and chance factors which combine to shape the career development of any individual" (Tennyson et al, 1975) is right now the focus of liberal arts curriculum. In fact, this definition of the purpose of career development, does not conflict at all with the statement of Mission of St. Mary's College. We are doing career development education, then, but in a rather unsystematic way.

3) Career development education is vital to the survival of higher education. Unless we give due attention to the role of work in society, the manpower (and womanpower) outlook and the personal meaning of work to our students, we will not continue. This neglect is a failure in our goal to develop the whole person. It would also result in a decline in enrollment or at least result in very embittered alumnae. Students need preparation for a life of work and information about all of their possibilities in careers. If they do not get what they need, they will leave. (Freeman and Holloman, 1975; O'Toole, 1975)

It has been estimated that 80% of the jobs of this decade do not require a college education (Tennyson et all, 1975). Yet more people than ever are attending college. (Department of Labor, 1976). These two factors are likely to lead to underemployment and job dissatisfaction, unless colleges intervene. By enriching intellectual life, teaching decision-making strategies and creativity for developing new options, we can help students maximize their potential in the future world of work. They will probably have several careers in their lifetime. We must help them to prepare for this.

4) Our students have asked for career development education. This past year's survey of new graduates, and our five year follow-up study of alumnae have indicated a strong desire for comprehensive career development palnning throughout the college. (Janczny, 1976).

Career development is a part of our work already. Its systematic implementation is vital to our mission as a liberal arts college and to our economic survival.

In structuring the course I think it is essential to provide "hand-on" experience in the world of work by requiring field surveys. Such a visit to employers should begin early in the semester. A second series of visits should occur towards the end of the course and involve visits to people in careers students are considering. A class overview of course content as it relates to career development is essential. Students need to know where they are going in their career development as the class progresses. I also think that individual interviews with each class member to summarize his or her progress to date and provide individual career counseling is vital to the success of the course and the student.

In the course which I will be offering next fall, students will have a new option of taking the class for one, two or three credits depending on the amount of time they are willing to devote to the class and the amount of research and planning they will require at their current level of career development.

SAINT MARY'S COLLEGE

Career Development Course 1977-78

Week	Topic
January 10	Theories of Career Development.
January 17	Career Development Data for College Graduates.
January 24	Current Labor Market Data. Meaning of Work in Society (Autobiography due.) Test on Working.
January 31	Approaches to interest measurement, VALIDITY and RELIABILITY of various measures. (complete 1 interest scale).
February 7	Skills identification rationale and practice (examine and write skills in 7 personal achievements).
February 14	Examination of Personal Values and Their Relation to Work and Development of Life Goals.
February 21	Preferred Work Environments, in terms of personnel, physical environment and geographical location. (PREPARATION FOR FIRST FIELD SURVEY (Test on Parachute).
March 7	Discussion of Field Surveys. Videotape of Employers Review of Resources for Career Evaluation. (Write Evaluation of 2 careers).
March 14	Decision Making. Targeting Jobs. Developing Contacts.
March 21	Determining preferred levels of responsibility and income. Budgeting income (submit budget and career chart).
March 28	Presentation of Career Charts. Preparation for Field Survey.
April 4	Presentation of Field Survey Plan (complete 2 field surveys).
April 11	Discussion of Field Surveys (Test on Where Do I Go From Here...).
April 18	Time Management. For work, study, leisure. Discrimination in Employment. Issues for Women and Minorities.
April 25	Life Planning (submit time line).
May 2	Class Presentations of Life Plan.
Final Exam:	Take home test on theoretical aspects of career development. Class will meet and discuss answers.

COLLEGE PLACEMENT SERVICES, INC.

SUGGESTED LIBRARY FOR CAREER INFORMATION CENTER

This library is organized into the five classifications developed by the College Placement Council's Career Information and Advisory Committee and expanded in the CPC publication: What Shall I Order for Our Career Planning and Placement Library?

I. PLANNING AND DECISION MAKING - materials that help students in selecting career options, undertaking career changes, conducting job searches, and applying for a job.

After College...Junior College...Military Service...What? Newell Brown. Grosset & Dunlap, Inc., 51 Madison Ave., New York, NY 10010. 300pp. 1971. $3.95.

Designed to provide the job seeker broad assistance in the career exploration and job search process. Contains helpful information for students exploring career opportunities compatible with their interests and aptitudes.

Are You An Occupational Ignoramus? College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 16pp. 1971. 12¢ each, members; 16¢ each, non-members. Minimum order: 50 copies.

Designed to alert students to desirability of early career planning and to attract them to the placement office.

Go Hire Yourself An Employer. Richard K. Irish. Doubleday & Co., Inc., 501 Franklin Ave., Garden City, NY 11530. 165pp. 1973. $2.95, paper.

Discusses how to conduct a successful job search and how to be successful in the job after being hired. Emphasis on non-traditional job hunting techniques.

PATH: A Career Workbook for Liberal Arts. Howard E. Figler. The Carroll Press, 43 Squantum St., Cranston, RI 02920. 160pp. 1975. $6.25.

Designed as a career exploration workbook for college students. Through a self-evaluation and career exploration model college students are provided a means to discover their own work values and abilities.

Thinking About Graduate School: A Planning Guide for Freshman and Sophomore Minority College Students. Graduate Record Examination Board, Educational Testing Service, Princeton, NJ 08540. 68pp. 1974. Free.

A career guide designed for minority students to help them look at their college majors. Presents an overview of graduate study, career objectives, graduate admissions, financial aid, and sources of additional information.

This Isn't Exactly What I Had in Mind. John Loughary and Theresa M. Ripley. United Learning Corp., Eugene, OR 97405. 82pp. 1975. $3.95.

This book presents a systematic and practical life-work planning approach for individuals of all ages who wish to incorporate more of themselves in their work. Via a step-by-step approach, the reader is encouraged in the decision-making process.

What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Revised edition. Richard N. Bolles, Ten Speed Press, Box 4310, Berkeley, CA 94704. 1975. $4.95, paper; $8.95, hard; + 75¢ postage.

Designed for adults on how to choose and find the kind of work they want in the place they want to find it. Urges concentrated approach on one employer rather than simultaneous approach to many.

II. OCCUPATIONAL AND JOB SEARCH INFORMATION - materials that describe career fields, opportunities for special categories of job applicants, and trends in the job market.

Campus Interview, The (audio cassette). College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. Members: cassette with 20 pamphlets, $12.00; additional pamphlets, 5¢ each. Non-members: cassette with 20 pamphlets, $18.00; additional pamphlets, 7¢ each. Minimum additional pamphlet order: 50 copies.

Simulated segments and narration cover many aspects of the interview. Oriented toward students.

Creating the Future: A Guide to Living & Working for Social Change. Charles Reitz and Michael Washburn. Bantam Books, 666 Fifth Ave., New York, NY. 422pp. 1974. $1.95, paper.

Provides overview of key areas for change--fields most likely to grow during next 15 years. Job descriptions from volunteer work to the professions--working in and out of the system; key resources for finding employment--directories, resources, organizations.

Dictionary of Occupational Titles. Fourth Edition. Supt. of Documents, U.S. GPO, Washington, DC 20402. 1977. $12.00.

A valuable reference for both students and professionals, the D.O.T. contains standardized and comprehensive descriptions of approximately 20,000 occupations found in the U.S. economy. It groups these occupations into a systematic occupational classification structure based on the interrelationship of job tasks and job requirements.

Educational Placement: A Systematic Approach to Obtaining a Teaching Position. Benjamin D. Kronnick. Fearon Publishers, 6 Davis Dr., Belmont, CA 94002. 1974. $3.00.

This helpful sourcebook provides guidelines for prospective teachers to answer such questions as "Can I get a job as a teacher?" Includes self-assessment information, names and addresses of state boards of education, association information, guidelines for writing a resume and application letters.

Employment and Volunteer Opportunities for Older People. National Clearinghouse on Aging, Washington, DC 20201. 1975. Free.

Ideas on paid and volunteer jobs for the over-60 group.

Employment Opportunity Projections: Occupational Outlook to 1985. J. P. Lisack. Purdue University, West Lafayette, IN. 1974. $2.50.

This publication is quite extensive and includes many occupations normally not found in occupational projection publications. Essentially an abbreviation of the Occupational Outlook Handbook.

Foreign Languages and Careers. Lucille Honig and Richard I. Brod. Modern Language Association, 62 Fifth Ave., New York, NY 10011. 1974. 75¢.

This handy booklet depicts career opportunities for persons who possess language as an auxiliary skill in such areas as: business, industry, civil service, education, research, law, library science, media, travel and tourism, etc.

Guide to the Health Professions, A. Laura Burstein Weiss and Ann Bennett Spence. Harvard University Press, 79 Garden St., Cambridge, MA 02138. 212pp. 1973. $5.00.

Designed for students with high academic records considering careers in health related fields. Of considerable help for students with B.A. degree.

Invest Yourself. The Commission on Voluntary Service and Action, 475 Riverside Dr., Rm. 665, New York, NY 10027. Annually. $1.00.

A listing of a wide variety of voluntary programs throughout the U.S. and the world. Well indexed, with addresses listed for more data.

Jobs for Which A College Education is Usually Required. U.S. Department of Labor, Bureau of Labor Statistics, Washington, DC 20212. 1977. Free.

This pamphlet lists occupations--selected from the Occupational Outlook Handbook--for which a college education is usually required. Summaries for each occupation include number presently employed, qualifications and licensing, employment opportunities and trends.

Job Search Barometer. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 1975. $3.00/set, members; $5.00/set, non-members.

Reproduction proof set designed to provide students involved in the job search process with a quantitative assessment of their readiness for that search.

Manual on Standards Affecting School Personnel in the U.S.A. NEA Publications Order Dept., The Academic Building, Saw Mill Rd., West Haven, CT 06516. Stock #1346-8-00. 184pp. 1974. $6.50.

This is a summary of standards and practices in teacher education requirements, accreditation, and certification. Lists certification requirements for teachers, supervisors, administrators and special school-service personnel in a state-by-state listing.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, Supt. of Documents, U.S. GPO, Washington, DC 20402. #1955. Biennually. $8.00.

Describes nature of work, places of employment, qualifications, advancement, employment outlook, earnings, working conditions, and sources of additional information for more than 800 occupations.

Occupational Projection and Training Data. Bureau of Labor Statistics, U.S. Department of Labor. U.S. GPO, Washington, DC 20402. #1918. 109pp. Annually. $1.05.

Assembling all known information on the supply and demand of a broad range of occupational fields, this book provides information on the projected job outlook to 1985.

Occupational Thesaurus, The. Everett A. Teal. The Placement Office, Lehigh University, Bethlehem, PA 18015. 2 vols. 1974. $11.00/set.

Lists job titles for college majors in accounting, biology, chemistry, finance, geology, management, marketing, physics, and transportation; also liberal arts and humanities areas.

So You're Looking for a Job. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 28pp. 1975. 25¢ each, members; 40¢ each, non-members. Minimum order: 50 copies.

This booklet is designed to tell students what they should know about themselves and the interview. Includes a simple, self-evaluation exercise that can help students in the interview process.

Trends in Federal Hiring. U.S. Civil Service Commission, Washington, DC 20415. 4pp. Quarterly. Free.

A college placement newsletter covering current job availabilities for college graduates in federal agencies.

Working Woman's Guide to Her Job Rights, A. Women's Bureau, U.S. Department of Labor, Supt. of Documents, U.S. GPO, Washington, DC 20402. 1974. 60¢.

General information is provided on federal legislation which affects women when they are seeking employment, while on the job, and when they retire.

II. COLLEGE AND GRADUATE SCHOOL INFORMATION - materials that describe post-secondary educational programs, admissions requirements and sources of financial aid.

Admission Requirements of U.S. and Canadian Dental Schools 1978-79. The American Association of Dental Schools, 1625 Massachusetts Ave., NW, Washington, DC 20036. Annually. $7.50.

Provides information on dental careers and education, and specifies on entrance requirements.

Allied Medical Education Directory. Order Department, OP-392, American Medical Association, 535 N. Dearborn St., Chicago, IL 60610. 527pp. 1977. $8.00.

Provides a nationwide listing of schools and hospitals offering allied medical educational programs; also reference listing of national organizations and state medical societies to contact for special information.

Barron's Profiles of American Colleges. Vol. I: Description of the College. Ninth edition. Barron's Educational Series, 113 Crossways Park Dr., Woodbury, NY 11797. 971 pp. Annually. $6.95.

Summary descriptions of college profiles for about 1,500 senior institutions include: campus environment, student life, programs of academic study, cost admissions requirements, and financial aid.

Graduate and Professional School Opportunities for Minority Students. Sixth edition, 1975-77. Educational Testing Service, Box 944, Princeton, NJ 08540. Annually. $3.00, first copy; $1.00, each additional copy.

Capsule summaries of graduate schools and departments throughout the U.S. are provided, as well as information on tests required for admissions and financial aid.

Graduate Programs and Admissions Manual 1977-79. Educational Testing Service, The Graduate Record Examination Board, Princeton, NJ 08540. 4 volumes. $10.00/set.

Vol. A: Agriculture, Biological Sciences, Health Sciences, and Home Economics. #78188. 1155pp. $4.00.

Vol. B: Arts and Humanities. #78189. 160pp. $4.00

Vol. C: Physical Sciences, Mathematics and Engineering. #78190. 157pp. $4.00.

Vol. D: Social Sciences and Education. #78191. 224pp. $4.00.

These manuals are designed to provide concise, up-to-date information on programs and degree offerings in graduate schools. Departmental and entrance requirements, and financial aid information are provided for each institution.

Grants for Graduate Study Abroad 1976-77. Institute of International Education, 809 United Nations Plaza, New York, NY 10017. 1975. Free.

Grants for graduate study administered by the Institute of International Education/Fulbright Hays Grants and grants offered by foreign governments. Eligibility requirements, application procedures, and selection are detailed.

Lovejoy's Career and Vocational School Guide. Simon & Schuster, 630 Fifth Ave., New York, NY 10020. 175pp. Annually. $3.95, paper.

Publication contains an alpha-geographically arranged listing of approximately 3,500 private vocational schools, with information on more than 200 careers and trades.

Medical School Admission Requirements, U.S.A. & Canada, 1979-80. Association of American Medical Colleges, Attention: Subscription, One DuPont Circle, NW, Washington, DC 20036. 1978. $5.00.

Provides information for more than 125 medical schools in the U.S. and Canada. Details individual entrance requirements, selection factors, financial aid, estimated expenses, applicant statistics, and a special section for minority group students.

1977-78 Graduate Study in Management. Admission Council for Graduate Study in Management, Box 966, Princeton, NJ 08540. #78167. 380pp. Annually. $3.95.

Provides career information regarding the role of the manager, careers in management, the application process, admission standards, financial aid, school descriptions and a sample of the ATGSB test. Also includes a special information section for women and minority students.

Pre-Law Handbook--The Only Official Guide to Law Schools, 1977-78. LSAT/LDAS, Educational Testing Service, Box 944, Princeton, NJ 08540. Annually. #78219. $3.00/Fourth Class. #78220. $5.00/First Class.

Includes career information regarding the legal profession. An overview of pre-law curriculum, admissions requirements and detailed descriptions of individual law schools are given.

IV. EMPLOYER INFORMATION - materials that list employers of all types.

ASCUS Annual. ASCUS Center, Box 2151, Madison, WI 53701. Annually. $5.00.

A Directory of public school systems seeking prospective employees.

College Placement Annual. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 408pp. Annually. $5.00. Distributed free to students and alumni by college placement office members of CPC.

Directory of more than 1,500 corporate and governmental employers who normally recruit college graduates with or without experience. Name and address of employer, recruitment representative, nature of business, number of employees, summer and foreign employment if offered, and openings for which the organization will recruit. Indexes: occupational, geographical, college major.

Conservation Directory, The. National Wildlife Federation, 1412 16th St., NW, Washington, DC 20036. 264pp. Annually. 1978. $3.00.

A comprehensive listing of organization agencies and officials concerned with natural resource use, management, and conservation. Includes more than 9,500 entries.

Directory of Educational Facilities for the Learning Disabled. Academic Therapy Publications, 1539 Fourth St., San Rafael, CA 94901. 48pp. Biennually. 1978-79. Free.

Provides a comprehensive list of schools for the learning disabled. A good source of potential employment in this field.

Education Directory: Colleges and Universities 1976-77. Arthur Podolsky, editor. Supt. of Documents, U.S. GPO, Washington, DC 20402. Stock #017-080-01681-8. 533pp. Annually. $6.20.

Provides names and addresses of all higher education institutions in the U.S. Lists the major institutional officers, enrollment and telephone numbers.

Employment Ahead: Sources of Information. Council on International Exchange, Inc., 777 United Nations Plaza, New York, NY 10017. Annually. Free.

Provides information and sources of an infinite number of publications for just about any country.

Federal Career Directory 1976-77: A Guide for College Students. Supt. of Documents, U.S. GPO, Washington, DC 20402. Stock # 0600-00776. 142pp. 1976. $3.45.

Presents a review of job opportunities as they relate to college majors. Offers a cross-reference by government agencies.

Foreign Service Today: A Guide to Career Opportunities in the International Field. James Knott. School of Foreign Service, Georgetown University, Washington, DC 20057. 79pp. 1977. $3.50.

This guide identifies career fields and employment opportunities for students of international affairs.

Summer Jobs in Federal Agencies. U.S. Civil Service Commission (State or Regional Office). Announcement #414. 52pp. Annually. Free.

Lists summer jobs available through the government.

U.S. Government Organizational Manual. Supt. of Documents, U.S. GPO, Washington, DC 20402. Annually. $3.00.

Indexes information about every office of the federal government with descriptions and addresses.

V. PROFESSIONAL INFORMATION - materials that help the career counseling and placement officer to advise and perform the services required.

Career Planning & Placement Handbook. James W. Souther. The College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 65pp. 1975. $3.50, members; $6.50, non-members.

Comprehensive book focuses on the organization and operation of the effective career planning and placement office.

Counseling Women. Barbara Cook and Beverly Stone. Houghton Mifflin Company, Two Park Street, Boston, MA 02107. 114pp. 1973. $2.00.

Current situation of American women is described from the vantage point of history and contemporary events. Vocational development of women is examined. Recommendations and program descriptions are used to show what is being done and the need for change.

Directory of College Planning and Placement Offices 1977-78. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 239pp. Annually. $5.00 members; $8.00 non-members.

Includes approximately 1,800 two- and four-year colleges and universities with career planning and placement programs. Includes: college names and addresses, CPC and regional memberships, names of placement personnel, telephone numbers, etc.

* Four-Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government--The Problem and Some Solutions. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 1975. CPC members: 25 copies free, 30¢ per additional copy; non-members: 5 copies free, 60¢ per additional copy.

A position paper on the dilemma of employment of liberal arts graduates. Contains recommendations to help ameliorate the problem.

* Professional Standards for Career Counseling and Placement. Committee on Professional Standards, College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 1975. CPC members: 5 copies free; non-members: $1.00 per copy, minimum order 5 copies.

* Included as an appendix in this publication.

Title is self-explanatory. Guidelines for either an existing or a new career planning and placement facility and its professional staff.

Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips, and Printed Materials. National Vocational Guidance Association, Washington, DC 20036. 34pp. 1972. 75¢.

Details guidelines for people engaged in the production of career media. Also helpful for the selection and use of career materials.

Journal of College Placement. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. Four issues/year. The Journal, along with other CPC publications, comes as part of the $150 CPC membership. Companies and colleges holding CPC membership may take out additional subscriptions at a cheaper rate. Current member rate is $25; future rates will be: 1978-79, $30; 1979-80, $35; and 1980-81, $40. Subscription for non-members, available through the Journal Publications Group, includes four issues of the Journal of College Placement, released in November, January, March, and May; and three issues of the Salary Survey, released in January, March, and July. Subscription year begins September 1 and extends to the following August 31. Subscription rates are: 1977-78, $35; 1978-79, $40; 1979-80, $45; and 1980-81, $50.

Professional magazine of placement-recruitment featuring articles of interest to field.

MCPA Research Committee Model Course on Career Planning. MCPA Research Committee. Available from College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 30pp. 1975. One copy free upon request.

Proposed model for a university course for credit in career planning. Outlines of career courses used by various institutions from which suggestions can be drawn for one's own career development course.

* Planning and Implementing the Careers Conference. College Placement Services, Inc., P. O. Box 2322, Bethlehem, PA 18001. 34pp. 1975. $3.50.

Describes the policy considerations, planning process, and operation of various types of career orientation conferences. Applicable to two- and four-year colleges. Includes planning outline, budget guides, sample letters, forms and publicity materials.

Salary Survey. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. Three reports/year. The Salary Survey, along with other CPC publications, comes as part of the $150 CPC membership. Companies and colleges holding CPC membership may take out additional subscriptions at a cheaper rate. Current member rate is $25; future rates will be: 1978-79, $30; 1979-80, $35; and 1980-81, $40. Subscription for non-members, available through the Journal Publications Group, includes three issues of the Salary Survey, released in January, March, and July; and four issues of the Journal of College Placement,

* Included as an appendix in this publication

released in November, January, March, and May. Subscription year begins September 1 and extends to the following August 31. Subscription rates are: 1977-78, $35; 1978-79, $40; 1979-80, $45; and 1980-81, $50.

Reporting service on beginning salary offers to college graduates. Covered are 20 curricula, 24 functional positions, and 18 types of employers at the bachelor's level; 13 master's programs; and 8 doctoral programs.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Sidney Simon, Leland Howe, and Howard Kirschenbaum. Hart Publishing Company, New York, NY. 397pp. 1972. $4.95.

Seventy-nine strategies for values clarification are described with instructions for the group leader.

VI. BIBLIOGRAPHIES AND GENERAL INFORMATION - materials that help the career counseling and placement officer to find information needed for their career libraries and their professional work.

A-V Media in Career Development. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 1975. Softcover. $5.00 members; $8.50 non-members.

Describes basic production techniques as a guide for making inhouse audiovisual materials, and a bibliography of commercially prepared materials.

Career Information for College Graduates: An Annotated Bibliography. Eastern College Personnel Officers. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 1976. $4.50 members; $7.00 non-members.

This bibliography is designed to be used by college students and their advisors in planning for careers. Provides an extensive source of career-educational planning materials.

Counselors Guide to Manpower Information. Supt. of Documents, U.S. GPO, Washington, DC 20402. 1975. Free.

Annotated bibliography of government publications.

Directory of Engineering Guidance Materials and Programs. Engineers Council for Professional Development, 345 E. 47th St., New York, NY 10017. Annually. Free.

Information about the nature and scope of opportunities in engineering and technology. Lists engineering societies that publish career materials.

Guide to Federal Career Literature. Supt. of Documents, U.S. GPO, Washington, DC 20402. Stock #006-000-00906-9. 1976. $1.05.

Designed to serve as a convenient reference guide to federal recruitment publications and where to get them.

Publications Information. College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. Periodically. Free.

A list of all CPC publications pertaining to recruitment and placement. Contains an order form/price list.

Starter File of Free Occupational Literature, A. Leonard H. Goodman and Anne E. Garrett. B'nai B'rith Career & Counseling Services, 164 Rhode Island Ave., NW, Washington, DC 20036. 54pp. 1975. $1.50.

Materials listed may be used to organize a cost-free selective occupational library. Three digit occupational group arrangements, pamphlet titles, publication date, name and address of publishing organization are listed. These 117 pamphlets may be used to explore approximately 1,000 careers.

200 Ways to Put Your Talent to Work in the Health Field. National Health Council, Inc., 1740 Broadway, New York, NY 10019. 1975. Free.

Very informative source for persons interested in health careers. Has extensive listing of where to obtain occupational information.

What Shall I Order for Our Career Planning and Placement Library? College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. 32pp. 1976. $2.50 members; $4.00 non-members.

A booklet that suggests publications for a career information library, depending on size of budget for literature - $250 or less, $250 to $500, over $500.

ORGANIZATION OF CAREER INFORMATION COLLECTIONS

(Courtesy University of Rhode Island)

Many types of materials can be considered either as career information or as job hunting aids and, therefore are suitable for inclusion in a career information library. These include: college catalogs, guides to graduate study, company literature, telephone books, general reference material, current newspapers and periodicals, job listings and pamphlet information on careers. Following the trend toward utilization of audio-visual materials, career information libraries may want to include video-tape presentations, a collection of taped interviews with employees or alumni in selected fields, or even an individualized and computerized career exploration and information program.

The variety of usable material should pose no major organizational problems. Simplicity and accessibility are the major goals in setting up the career library, home-made systems created for a particular collection, physical setting and student body are usually best. Heavily used materials should be within easy reach. All items should be clearly marked so that students have no difficulty locating what they need. A reserve area with controlled access can be developed to protect some of the more expensive, difficult to replace, items.

Any logical system can be used to organize career information--numerical, alphabetical, words, symbols or colors. One publicly supported university recently adopted a color coding system which groups career materials by broad subject area. A large poster in the career information library lists specific titles by subject area, and informs students which color they should look for depending on their needs. The materials and the shelves they stand on are marked with colored tape, making it relatively simple to locate and replace materials.

The same color coding system extends to materials in the reserve collection which is kept in the front office and is monitored by requiring students to sign a card before using the materials.

The color coding system is not used for company literature, graduate catalogs, telephone books, job listings and vocational pamphlets. These areas are simply labeled with a large sign. With the exception of the last two, the arrangement of the material is alphabetical--by company, by school, and by city, respectively. The job listings are arranged in notebooks by type of job--teaching, advanced teaching, technical, non-technical, librarian, etc.

The vocational pamphlets are filed in an alphabetical arrangement by broad career classification. This classification system was recently revised to reflect changes in job titles and emphasis, and to include careers developed within the last 5-10 years. A card file available to students serves as an index to the main and sub-headings. Extensive cross-references lead users to related careers. (For examples, see sample index card and list of headings on the following page.) The materials are individually labeled and dated and placed in the appropriate hanging folder in the file cabinet. A system of pamphlet boxes on shelves would also work, although access would be more difficult.

All materials in the career library must be regularly reviewed to maintain their currency. Five years is a general upper limit on age of materials; it is less for items like graduate school catalogs. Placing the date of publication on the outside cover makes finding five-year-old materials a simple procedure. If no such date is available, the date material is received can be used. A decision needs to be made whether to keep, reorder or discard the old materials.

For inventory control, reordering, and reference, a simple card file listing the title, author, publisher (or source), date, price (if any), and subject area of each item in the library is all that is necessary. This is kept in order by subject area. The vocational pamphlet collection, if large enough, can have its own file. Since much of this material is from little known sources, it is important to keep track of the source for reordering purposes.

Close cooperation with the main university library is important because there is much career and placement-related reference material available there. Whenever it is not practical for the career information library to duplicate such holdings, their availability is publicized in a listing posted for easy reference in the career information library using the same subject area classification as in the career library.

Sample Headings and Sub-headings from the Vocational Pamphlet File

- MANAGEMENT
- MANUFACTURING
- MARINE SCIENCE
  - Aquaculture
  - Oceanography
- MARKETING
- MASS COMMUNICATIONS AND MEDIA
  - Journalism
  - Motion Pictures
  - Radio
  - Recording Industry
  - Telephone and Satellite Communication
  - Television
- MATHEMATICS
  - Statistics
- MEDICAL SCIENCES
  - Audiology and Speech Pathology
  - Chiropractic
  - Clinical Psychology
  - Hospital Work
  - Medical Technology
  - Nursing
  - Occupational Therapy
  - Optometry
  - Osteopathy
  - Physical Therapy
  - Podiatry
  - Psychiatry
  - Radiology

Sample Cards from the Vocational Pamphlet File

Copywriting

See ADVERTISING

FINANCE

Includes: Banking
Investment Counseling
Real Estate
Stocks and Bonds

See also: ACCOUNTING
ECONOMICS
MATHEMATICS

Subject Areas of Career Materials in the Career Information Library

GENERAL GUIDES AND LIBERAL ARTS
SCIENCES - CONSERVATION AND HEALTH
BUSINESS AND INDUSTRY
EDUCATION RELATED
SOCIAL SERVICES
UNDERGRADUATE AND TECHNICAL EDUCATION
GRADUATE AND PROFESSIONAL STUDY
FINANCIAL, MINORITY AND CIVIL RIGHTS, FEDERAL
OVERSEAS OPPORTUNITIES

PLANNING AND IMPLEMENTING THE CAREERS CONFERENCE

by

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The genesis of this publication is a booklet prepared by College Placement Services, Inc. (CPS), in 1968 entitled Planning the College Career Day. Although much new material has been added and the entire contents revised, the approach and outline used herein are derived from that publication. Consequently, the authors are indebted to its creators, the CPS Career Day Committee, headed by Donald M. Cook of the RCA Corporation. We are grateful to Howard University and Morgan State College for their permission to use a number of their forms and letters as examples.

Samuel M. Hall, Jr.
André G. Beaumont

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PLANNING AND IMPLEMENTING THE CAREERS CONFERENCE

PREFACE

There is an acknowledged need for more career and vocational counseling of students at all educational levels and for students to acquire more current career information. Among the many means of transmitting career information to students and faculty at high schools and colleges, one of the most commonly used techniques is the careers conference. Under one name or another this device has served employers, educators, students, and community service groups as an effective means of communicating career information. Such conferences have been held at the college level since 1913 when the University of Wisconsin sponsored its first Careers Conference for Women.

While careers conferences can serve a variety of objectives, they should not be viewed as the ultimate method of stimulating career interest and conveying career knowledge to students, but as a catalyst and an instructional tool that can benefit the campus community, Thus, in addition to student contacts with potential employers, the exposure of current career information to faculty can provide valuable influences on curriculum content.

Although the broad purpose of a careers conference is to bring to the campus representatives from the world of work who can communicate career information, the program may be designed to achieve varied goals. Some programs can present career-related information such as securing and gaining admission to graduate school; others can be designed to prepare students for employment interviews; others expose students and faculty to job information from a broad spectrum of employers; still other programs are directed to a particular segment of the student body--women, minority students, liberal arts majors, etc. The objectives, of course, will differ according to the needs and resources of the sponsoring institution and students.

The purpose of this booklet is not to appraise different types of programs, but rather to provide a framework of reference that will assist college officials in determining basic policies regarding careers conferences, and, consequently, the development of a program that would be helpful to their students and faculty. The following guidelines should assist in the planning process, eliminate duplication of effort, and result in a coordinated, forceful, presentation. The guidelines are not intended to be an "approved" format or procedure but rather a series of considerations, alternative ideas, and suggested techniques that can be selected and adapted to the circumstances at any institution.

The focus of this booklet is on the planning and implementation of careers conferences at two and four year colleges. Much of the material, however, is applicable to the high school level.

Many of the basic policy decisions in planning a careers conference should be made by top officials of the institution because such programs often require their administrative support and endorsement. Accordingly, it is hoped that among the persons who will use this booklet will be college presidents, deans or vice presidents of student affairs, as well as the placement and career counseling officials and other counseling officials who will most likely be charged with immediate responsibility for the conferences.

PART I

CONSIDERATIONS

Before coming involved in the specifics of planning the careers conference, certain considerations should be recognized:

- *Detailed planning of the careers conference should take place at least six months in advance of its scheduled date; persons who will execute various phases of the program should be appointed early, be made aware of their responsibilities and their role should be clearly identified--particularly to others invovled in the program.*

The typical careers conference is a cooperative effort involving various persons and groups, all of whom are volunteering their time and work for the program. Thus, these people have on-going job--or study--involvements and they are asked to contribute an additional effort to the conference. The officials sponsoring the program should be sensitive to this part-time relationship and should facilitate the role of all the conference participants. This requires thorough advance planning and communicating of the plan to all those involved.

- *The normal academic program of the college should not be interrupted by a careers conference.*

The program should be scheduled not to conflict with primary activities of the college. It should avoid testing periods, pre-or post-vacation periods, reading periods, etc. Since dates for a careers conference must be established long in advance of the actual program - often one year prior - every effort should be made to insure that special projects or other college activities are not scheduled in conflict with the career day effort. Accordingly, it is important that clearance and support for the program comes from top officials of the institution and its faculty.

- *There is a saturation point at which careers conferences and similar programs lose their effectiveness.*

Only a limited number of such programs per year are desirable, consequently, the determination of the type of program, program content, and sponsorship are critical ones in order to ensure that only programs appropriate to a given institution are presented.

- *A careers conference that emphasizes large meetings or convocations is usually not as effective as one that facilitates direct, personal communications between students, faculty, and the visitors and consultants from outside the campus.*

Oratory, panel presentations and traditional program formats presented in large lecture halls or auditoriums have a tendency to turn students "off" because they frequently fail to relate to burning personal questions that students want to have answered--but cannot--in such structured situations. Most successful information exchanges occur in small sessions designed for special career interest groups, in open house programs that feature booths for students to circulate freely among the various organizations and opportunity fields represented, and in classroom visits by outside representatives. A brief assembly program can be useful in calling attention to the careers conference and in giving it credibility.

- *While the college's director of career planning and placement may have a key role in planning and running the careers conference, the top administrative officers of the college should be involved in the initial planning stages of the careers conference and should clearly indicate their endorsement of this project.*

The aforementioned potential conflict with college schedules is but one reason for seeking this support. The program will gain more attention and credibility on campus if it enjoys the backing of prestigious officials.

- *After top administrative involvement and endorsement has been received, it is desirable that a cross-section of the academic community should be involved in the planning and execution of the program. Particular* *the operational phases of the program. Heavy student involvement in the program ensures good participation by the student body.*

- *If a program is to be sanctioned by a college, it should decide the objectives and content of the program.*

Frequently outside organizations ask institutions to undertake a preconceived "package" program whose concept and content is not necessarily applicable to the situation of the college or the needs of the students at the college. Some of these externally sponsored programs are frequently thinly veiled attempts at unethical practices such as third party recruiting. The college administration should be prepared to reject such arrangements unless it can arrange appropriate changes in the proffered program.

PART II

PLANNING AND IMPLEMENTING

To permit quick reference, the following material is presented in outline form. The contents are not to be regarded as the framework for a recommended careers day program, but rather as a checklist of suggested tasks. These include: topics for policy-making and planning, methods of organizing and structuring, and techniques for implementing.

Persons planning a college career day program should freely select among the various alternatives on this checklist in order to develop a program that is most appropriate to the objectives and needs of their institution.

Everett Stephens in his book, "Career Counseling and Placement in Higher Education," provides an appropriate comment on planning a careers conference: "How the careers program develops is of little consequence. It could be an evening event, an all-day program, a program lasting an hour a week over a number of weeks, or a program decentralized through various clubs and fraternities. The average placement officer can dream up a hundred and one ways to make a successful program. It is important to be sure that the program is well conceived and well publicized, and that those invited to speak can indeed speak!"

I. PROGRAM CONTENT

A. Determination of Type and Objective(s) of Program

1. Motivational Programs.

a. motivate students to achieve maximum intellectual and social development and relate that development to their career plans.

b. motivate students to investigate new career fields or fields previously closed to them. (As in the case of women and minority groups.)

2. Informational and Guidance Programs

   a. provide general career and occupational information, i.e.: information about business careers, education careers, government careers, professional careers, etc.

   b. provide specific career and employer information, i.e.: personal interests and abilities required, academic preparation needed, work experience preferred, professional certification (if needed) etc.

   c. provide information about kinds of employers, i.e.: banks, insurance companies, advertising agencies, textile manufacturing, etc.; or about career options such as: military service programs, graduate school, social service organizations, etc.

   d. provide information about job-hunting techniques

3. Communication of Role of Career Planning and Placement Services

   a. explanation of services offered not only through placement services but counseling services, cooperative education, academic advisors, etc.

   b. enhancement of information and guidance program conducted by the placement office

   c. introduction of career planning and placement program to new students

   d. publicizing of employer on-campus interview programs

B. Determination of Persons and Organizations from College to be Involved in Program

1. Role of President and Top Administrative Officers

   a. endorsement

   b. participation in program

   c. communications and publicity for event

   d. cooperation and assistance in scheduling program to:

      i. avoid conflict with other campus activities

      ii. coordinate with other related campus activities

   e. arranging for appropriate physical facilities to be used for program

2. Role of the Career Planning and Placement Office

   a. leadership and direction of all phases of the activity

   b. participation in appropriate parts of the program

   c. communications and publicity

3. Possible Student, Faculty, and Alumni Involvement

   a. student committee--preferably a working as well as advisory committee

   b. faculty committee--an advisory committee with task assignments to some individual members

   c. student organizations--a working and liaison function

   d. alumni/ae office--participation if type of program requires alumni/ae participation

   e. campus communications media used to publicize event

      i. to students
      --newspapers
      --bulletin boards
      --announcement in assemblies, chapel programs, etc.
      --radio and television
      --word of mouth

      ii. to faculty and administrators
      --memoranda to faculty members and administrators
      --departmental bulletin boards
      --classroom announcements

C. Determining Sponsorship of Program

1. Operational-(can be the responsibility of one group or may be shared)

   a. career counseling and placement office

   b. student government organizations

   c. academic/administrative departments

   d. participating outside organization

2. Financial Support for the Program (See Appendices D and D-1)

   a. the college or university

   b. participating outside organization

II. SELECTING THE PARTICIPANTS FROM OUTSIDE THE COLLEGE

A. Business and Industry--Participating in the Role of Employers

1. Location of employer relative to geographic area from which college draws its students
    - a. local
    - b. regional
    - c. national
2. Selection policies of employer
    - a. general reputation
    - b. how active and how successful has employer's employment experience been at the college?
3. Suitability of job openings to college's academic program
4. Space available for nature of employer presentation
5. Type of employer personnel to be utilized
    - a. alumni/ae
    - b. recruiters and college relations personnel
    - c. line executives
    - d. recent graduates in training
6. Materials and visual aids available from employers
    - a. literature
    - b. displays
    - c. films

B. Representation from Non-Business Career Fields

1. Graduate school
2. Social service agencies
3. Government
    - a. local (city, county)
    - b. state
    - c. federal

4. School systems
5. Professional associations

C. Involvement of Outside Groups-Not in the Role of Employer

1. Community employer groups: Chambers of Commerce, Rotary Club, etc.
2. Governmental organizations: federal, state, local
3. Professional associations
4. National Alliance of Businessmen
5. Urban League

D. Local High School Personnel as Observers or Participants

1. Guidance counselors
2. Teachers
3. Student leaders
4. Student groups

III. IMPLEMENTING THE CAREERS CONFERENCE

A. Forming the Organization to Implement the Program

1. The Conference Committee (see Appendix A for suggested organization and duties)
2. Selecting Committee members (see Appendix A)
    - a. placement office staff
    - b. student leaders
    - c. other college officers
    - d. alumni/ae

B. Determine the Timing and Length of Program

C. Select Type of Program (See Part I, A of this outline)

1. Establish student needs
2. Determine objectives of program

D. Select Format of Program

1. Seminar presentations
2. Exhibits using booths

3. Classroom visits
4. Multiphasic program
5. Other approaches

E. Invite Participants (See Appendices B and B-1 through B-4)

1. Who should extend invitations?
2. How should invitations be extended?

F. Organization of Publicity (See Appendices C and C-1 through C-4)

1. Campus media
2. Local media
3. Letters and notices on campus
    a. faculty
    b. students
    c. other staff

G. Follow-Up and Evaluation of Program (See Appendices E and E-1)

EXHIBITS

This section contains materials pertaining to the operation of a careers conference and samples of written communications used in this process. These samples can be utilized at your discretion, with or without modification.

The materials are organized into several topical sections:

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Exhibit A

ORGANIZATION
FOR PLANNING AND OPERATING A CAREERS CONFERENCE

Although the committee method is a good way to handle work and responsibilities for the program, committees are not essential in every situation. Evaluate your circumstances and decide whether new committees need to be formed to carry out the program or whether existing groups and organizations can do the job. Also, a combination of an ad hoc committee created for the careers conference working with on-going student groups and campus services is a viable approach to organizing the program. The following list, although it suggests many committees, should be viewed as a listing of functions that need to be carried out. Some of these may be inappropriate to the program you are planning.

Committee	Task
Exhibit Committee	To coordinate the arrangements for exhibits at the program
Freshman Guidance Committee	To develop plans for session to be conducted for freshmen (if such is planned) and to assure freshman attendance at other student events
General Cleaning Committee	To coordinate the cleaning of the areas to be utilized for the program
General Sessions Committee	To plan and arrange for all general sessions
High School Liaison Committee	To coordinate participation of high school students and counselors
Housing Committee	To make housing arrangements for guests--on or off campus
Publicity Committee	To coordinate publicity with all segments of the campus community
Registration and Reception	To plan and implement registration procedures and reception
Steering Committee	To develop preliminary plans, appoint operational groups, oversee program, evaluate conference
Transportation and Guided Tours Committee	To arrange local transportation of guests to and from the campus, on the campus and to arrange campus tours for those who may wish to participate

Exhibit B

INVITING PARTICIPANTS

Participants are usually invited to attend the conference by the director or coordinator of the particular program or an administrative officer of the college or university. Invitations should be, preferably, individually typed letters addressed to a specific person. However, if you have a large number of prospective invitees and do not have access to automatic typewriters, you may have to resort to a less personal invitation. The example in Appendix B-1 is even more impersonal because it is addressed to five hundred or more organizations.

The invitation should contain a clear and concise statement of the objective of the conference as well as other pertinent information. It should not exceed one page. Attaching necessary registration forms (Appendix B-2) to the invitation can save considerable time and money and provide you with an accurate listing of organizations that will attend the program.

Once an agency or company has indicated that it will attend, a letter of acknowledgement is sent and other program materials are enclosed. An example of this letter appears as Appendix B-3.

Enclosures sent with invitations may include a listing of prospective or past conference participants, registration forms, general information about the program, information about faculty and student interest in the program, etc. Enclosures sent with the letter of acknowledgement may include a conference schedule, maps, parking instructions, information about exhibit booth sizes, restrictions on signs, amounts of literature or other giveaway materials needed, instructions regarding pre-conference shipment of exhibits and materials, receipts for registration fees, and housing information. A sample information sheet appears in Appendix B-4.

Exhibit B-1

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DIVISION OF STUDENT AFFAIRS
OFFICE OF PLACEMENT AND
CAREER PLANNING

July 25, 1972

SAMPLE INVITATION MEMORANDUM

MEMORANDUM

TO: College Relations Officer and/or Campus Recruiter

FROM: Samuel M. Hall, Jr., Director

SUBJECT: Careers Exploration Day Program - 1972

The Office of Placement and Career Planning, Howard University, will sponsor its Second University-Wide Careers Exploration Day on Wednesday, October 4, 1972. This event will be held in the Main Gymnasium on the University campus from 9:00 a.m. to 4:00 p.m. You are invited to participate.

The primary objective of this program is to acquaint our underclassmen with the various careers now available for their consideration. You are asked to discuss in general terms the types of careers available within your organization as well as the necessary qualifications. This program is not to be confused with the normal recruiting program which is geared primarily to reaching graduating seniors.

Last year over eleven hundred students attended the one-day program. We expect to increase that number this year.

You will be interested in the enclosed list of those who participated in last year's program. Due to space limitations this year, we can allow only eighty prospective employers to attend. Registration will be accepted on a first-come, first-serve basis. The registration fee will again be $50.00 per organization to cover the cost of a booth and related accommodations.

A reception is planned for Tuesday, October 3, at 5:30 p.m. This will afford participants an opportunity to meet members of our faculty and staff.

The Careers Exploration Day is regarded as an integral part of the total educative process at the University, and we wish to make it a success. We sincerely hope that you or members of your staff can join in this effort. Please use the enclosed form for your reply.

Enclosures (3)

Exhibit B-2

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DIVISION OF STUDENT AFFAIRS
OFFICE OF PLACEMENT AND
CAREER PLANNING
(202) 636-7513

Date ____________________

REGISTRATION FORM

CAREERS EXPLORATION DAY - 1972
Wednesday, October 4

Registration Fee:
$50 Per Employer

____
Company or Organization's Name

____
Address

_____ We plan to attend the Careers Exploration Day.

_____ Our registration fee is enclosed.

Please send further information to:

____

____

____

_____ We will not be able to attend.

Please return this form with your check, made payable to TREASURER, HOWARD UNIVERSITY, to Mr. Samuel M. Hall, Director of Placement and Career Planning.

Exhibit B-3

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DIVISION OF STUDENT AFFAIRS
OFFICE OF PLACEMENT AND
CAREER PLANNING

August 30, 1974

SAMPLE LETTER OF ACKNOWLEDGEMENT

Dear Participant:

We are pleased that your organization has decided to participate in our forthcoming Careers Exploration Day on Wednesday, October 2, 1974. At present over eighty companies have confirmed their participation in the program.

A schedule of our program is charted below, and an information sheet plus other materials are enclosed. Participants should be prepared to stay the entire length of the program.

SCHEDULE OF EVENTS

October 1, 1974

3:00 p.m. - 5:00 p.m.	Registration and Setting up Display Main Gymnasium
5:30 p.m. - 7:30 p.m.	Reception with Faculty and Staff Members Lounge - Main Gymnasium

October 2, 1974

8:00 a.m. - 9:30 a.m.	Registration and Booth Assignments
9:30 a.m. - 3:30 p.m.	Careers Exploration Day Main Gymnasium

Thank you for the sincere interest you have shown in this important college program. We look forward to seeing you on October 1 and 2.

Sincerely yours,

Gregory D. Hayes

Gregory D. Hayes
Program Coordinator

Enclosures

Exhibit B-4

HOWARD UNIVERSITY
GRADUATE AND PROFESSIONAL SCHOOLS INFORMATION DAY

October 24, 1974

INFORMATION SHEET

Registration All representatives are asked to sign the guest log and pick up their name badges to be worn throughout the day. Booths have been assigned in alphabetical order. Follow signs.

Discussion Guidelines

1. Small group sessions - approximately half hour
   a. Include time for questions and answers
   b. Late comers to return for next half hour session
2. Include in Presentation
   a. Admissions information
      (1) Appropriate undergraduate backgrounds
      (2) Grade point averages
      (3) Admissions test (if any), etc.
   b. Available financial assistance
   c. Deadlines for applications
      (1) Admission
      (2) Financial aid
   d. Housing

Refreshments Coffee will be available in the Gymnasium throughout the morning.

Lunch Box Lunches will be available at a cost of $2.00. Since the peak period for student participation is expected to be between 12 and 1:30 o'clock, we are asking that you participate in the box lunch arrangement. Please place your order for a box lunch at the Registration Desk by 10:00 a.m.

Closing 4 - 5 p.m. Please take a few minutes before your departure to visit with one of the Placement Officers. We welcome your comments concerning today's program.

Office of Career Planning and Placement

Samuel M. Hall, Jr. Director	Pearl L. Bailey Associate Director
Henrietta Duncan Counselor	Gregory D. Hayes Assistant Director

Exhibit B-5

MORGAN STATE COLLEGE

FIRST ANNUAL GRADUATE AND PROFESSIONAL SCHOOL

INFORMATION DAY

* McKeldin Student Center Ballroom *

INFORMATION SHEET FOR UNIVERSITY REPRESENTATIVES

Registration -	Please sign our guest list and pickup your name tag at the information table.
Refreshments -	Coffee and punch are available throughout the program. Please help yourself.
Telephones -	Located outside of Ballroom.
Rest Rooms -	See attached map.
Lunch -	Since the peak time for student participation is expected between 11:30 A.M. and 1:00 P.M., we ask that you take your lunch break early or late. You may bring your lunch to your table. IF YOU LEAVE YOUR TABLE, PLEASE PLACE A NOTE SO THAT THE STUDENTS WILL KNOW WHEN TO EXPECT YOUR RETURN. Places for lunch in the Student Center: Servomation Snack Bar: Third floor of the Student Union. Ready made sandwiches, soda and etc. Helen Roberts Room
Evaluation -	Please complete the representatives survey form which is in your folder and leave it at the Registration Desk as you leave.

THANK YOU FOR PARTICIPATING IN OUR PROGRAM, WE APPRECIATE YOUR TIME AND COOPERATION.

Exhibit C

ORGANIZATION OF PUBLICITY

Perhaps no one facet of your proposed careers conference is more important than effective publicity. You will want to carefully plan and implement a program to inform both the campus and the surrounding community that you are sponsoring a careers conference. Media of all types should be utilized. Where there are limited means of communication, you will have to be creative in utilizing what may be available. Publicity need not be a costly venture but you should definitely not skimp on this part of the program.

Student newspapers, campus radio and television are obvious publicity media. Most community news media have public service announcements which will mention your program free of cost. The use of posters, hand bills and large display signs are all possibilities. Do not forget word of mouth publicity--by involving students in all phases of program planning and operation you will gain much interest and support which will be orally communicated throughout the campus.

Your publicity should start perhaps a month in advance of the program and intensify as the program date nears. The quality of your publicity is important, well arranged and attractive signs, posters, etc., will be read more often and remembered. To save money you may wish to utilize the same basic design for posters as you do for hand bills. Examples in Exhibits C-2 and C-3 are actually reduced posters. The cost saving in using this technique can be substantial. Exhibit C-1 is a sample news release. An announcement for faculty and deans appears as Exhibit C-4. Exhibit C-5 is a sample of a hand bill that was distributed to students in a heavily trafficked area of the campus. It was also used as a bulletin board notice.

Exhibit C-1

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DIVISION OF STUDENT AFFAIRS
OFFICE OF PLACEMENT AND
CAREER PLANNING

September 18, 1972

SUGGESTED NEWS RELEASE

TO: All Media

FROM: Office of Placement and Career Planning
Howard University
Washington, D.C. 20001

SUBJECT: Careers Exploration Day
Wednesday, October 4, 1972

On Wednesday, October 4 the Office of Placement and Career Planning will sponsor its 2nd Annual University-Wide Careers program. The program will take place from 9 a.m. - 4 p.m. in the main gymnasium on Howard's campus.

Last year ninety-six prospective employers attended the program and discussed with freshmen, sophomores and juniors career possibilities within their organizations. This program continues to underline the career planning philosophy of the University. Over 1100 students attended last years' program.

This year over ninety employers are scheduled to attend the program. Students at other area colleges and universities are invited to attend.

This program can be especially helpful for that student who has not decided on a career choice. The ever changing job market and the general economic condition of the country make early career exploration a necessity. Many anxieties about ones future after graduation can be eliminated if realistic career choices have been arrived at after careful study and exposure to a variety of alternatives.

Exhibit C-2

ALL STUDENTS!!!
EXPLORE
careers

4TH ANNUAL

CAREERS EXPLORATION DAY PROGRAM 1974

MAIN GYMNASIUM

OCTOBER 2,1974

9.30AM - 3.30PM

SPONSORED BY

264

THE OFFICE OF CAREER PLANNING AND PLACEMENT

Exhibit C-3

JRS. SRS.

4TH ANNUAL
GRADUATE AND PROFFESSIONAL SCHOOLS INFORMATION DAY

THURSDAY, OCTOBER 24, 1974

10:00 A.M. — 4:00 P.M.

WOMEN'S GYMNASIUM

OVER 50 UNIVERSITY REPRESENTATIVES WILL PROVIDE LITERATURE AND INFORMATION ON ADMISSION, FINANCIAL AID, AND HOUSING.

Sponsored by

CAREER PLANNING & PLACEMENT OFFICE

HOWARD UNIVERSITY

Exhibit C-4

HOWARD UNIVERSITY
WASHINGTON, D.C. 20059

DIVISION OF STUDENT AFFAIRS
OFFICE OF PLACEMENT AND
CAREER PLANNING

October 15, 1974

ANNOUNCEMENT TO FACULTY AND ADMINISTRATIVE OFFICERS

MEMORANDUM

TO: Deans, Administrative Officers, Faculty, and Staff

FROM: ______________________
Henrietta Duncan, Placement Counselor

SUBJECT: Graduate and Professional Schools Information Day
Thursday, October 24, 1974

The Office of Career Planning and Placement is sponsoring its Fourth Annual Graduate and Professional Schools Information Day on Thursday, October 24, in the Women's Gymnasium from 10:00 a.m. to 4:00 p.m. Representatives from over 50 universities will be on campus to discuss with junior and senior students their graduate programs in a variety of disciplines (see attached list). These representatives will have available literature and application forms and will be prepared to provide information on admission, financial aid, and housing.

We are asking your assistance in bringing this program to the attention of juniors and seniors with whom you are associated either in classes, in student activities, in counseling settings, or in other situations. We hope to furnish our students with as much information as possible so that they can proceed with the necessary tests for admission to graduate programs and with the filing of their applications.

If you would like additional copies of this letter for other staff members and flyers for distribution to students, please call the Office of Career Planning and Placement on extention 7513.

I sincerely hope that you will strongly urge full student participation in this very important part of the total educative process. Your cooperation in this matter is greatly appreciated.

Exhibit C-5

ATTENTION. . . . . . . ATTENTION. . . . . . . ATTENTION. . . . . . .ATTENTION

DO YOU NEED HELP ON:

1. How to select a graduate program?
2. How to complete a graduate school application? (i.e. essays, recommendations, etc.)
3. How to secure financial aid for your graduate program?
4. How to prepare for the various admission tests for graduate programs?
5. How to learn about new, innovative graduate programs?

THEN ATTEND

THE SECOND ANNUAL GRADUATE SCHOOL INFORMATION SEMINAR

ON

OCTOBER 29, 197-

IN

McMECHEN - ROOM 500

3:00 p.m. to 5:00 p.m.

PLAN TO ATTEND.........PLAN TO ATTEND.........PLAN TO ATTEND

SPONSORED BY:

THE CENTER FOR CAREER DEVELOPMENT
TRUTH HOUSE, BASEMENT

Exhibit D

FINANCIAL CONSIDERATIONS

One of the paramount considerations in planning a careers conference is monetary support for the program. This support can be provided from the college or university budget, by fees from participating companies, by a grant from an interested foundation or corporation, or by any combination of these sources. Effective programs of this type usually cannot be "run on a shoestring." You would be well advised to prepare an estimated budget for your careers conference. It will act as a guide in planning and in allocating your available resources. If your institution can provide physical space, furnishings, publicity, materials or services in support of your program, at no or low cost, then the cost of the program can be significantly reduced from the budget samples which follow.

Display booths are available for rent from commercial exhibit display firms. Although attractive, these rental booths may be prohibitive in cost for your program. A table and a couple of chairs usually constitute the minimum accommodations necessary for such a careers conference.

One major item that permits much variation in the budget is the cost of meals and receptions. These may--or may not--be included as part of the program and they can range from lavish to austere. It is generally a good idea to have at least one function--a reception, continental breakfast, coffee break, luncheon, etc.--where the visitors to the campus can mingle informally with faculty, administrators and students. A campus food service can usually cater a meal at a lower cost than local hotels or restaurants. Campus-based facilities, such as the student union, faculty club, continuing education center, etc., can provide an attractive setting for such a function.

Registration fees collected from off-campus participants are the most common vehicle used to offset the cost of producing a program when funds

(Exhibit D - cont'd)

are not available from a college or university. Generally, the fee should be as reasonable as possible and should not be regarded as a means of making money for the sponsoring college or university. Remember that your students are being provided a service. Participants do incur other expenses when they take part in such conferences and they should not be charged fees they might consider exorbitant. A good rule is to assess a registration fee which will defray the costs of the actual program.

Exhibit D-1

SAMPLE BUDGETS FOR CAREERS CONFERENCES

I CAREERS EXPLORATION DAY PROGRAM (90 Participating Organizations)

Rental Fee - Booths and Related Materials	$2,970
Employer Signs	300
Miscellaneous	100
Prepare Gym Floor	700
Publicity (includes postage & telephone)	400
Reception (Employers, Faculty, Administration)	1,100
Security	100
Supplies and Materials	200
Student Assistants	200
TOTAL	$6,070

II GRADUATE AND PROFESSIONAL SCHOOLS DAY PROGRAM (55 Participating Organizations)

Rental Fee - Booths and Related Materials	$1,100
Miscellaneous	50
Publicity	100
Signs	100
Student Assistants	125
Supplies and Materials	100
TOTAL	$1,575

III NEW CAREERS DAY (25 Recent Alumni and 25 Employer Consultants)

Orientation - Breakfast	$ 200
Coffee Break	35
Luncheon (Faculty & Administrators Invited)	400
Miscellaneous	100
Publicity	100
Reception (Faculty & Administrators Invited)	375
Signs	75
Supplies	100
TOTAL	$1,385

Exhibit E

FOLLOW-UP AND EVALUATION

In order to determine whether or not you are meeting your program objectives and whether your participants have been pleased with your program you should always evaluate your efforts. This evaluation gives your participants an opportunity to voice their concerns, offer suggestions and criticisms. Their comments can be utilized to develop a better program the next time around. The comments solicited can be signed or left anonymous.

It is better to have a short evaluation form rather than a long and time consuming one. Evaluation forms should be distributed before the conference ends and returned by participants immediately after the program. Forms that are mailed out tend to have a significantly lower return than those which are distributed and personnal collected from the participants. Sample evaluation forms follow as Exhibits E-1 and E-2.

In addition to the written evaluation, a wrap-up meeting with participants can be a highly successful means of eliciting reactions, criticisms and suggestions. Because of departure schedules, these meetings may not have full attendance of participants, however, those persons present can usually make a valuable contribution.

Exhibit E-1

1867

HOWARD UNIVERSITY
WASHINGTON, D.C. 20059

DIVISION OF STUDENT AFFAIRS
OFFICE OF CAREER PLANNING
AND PLACEMENT

CAREERS FAIR - 1974

Participation Evaluation Form

In order to increase the effectiveness of our program we would like you to complete this form.

1. Name ____________________

2. Representing ____________________
Company or Agency

3. The conference was adequately planned:
Agree ________ Disagree ________ More Planning Needed ________

4. The length of the conference was:
T[illegible] l[illegible] ________ Too short ________ About right ________

5. Student participation was:
Adequate ________ Inadequate ________

6. Approximately how many students did you talk to? ________

7. In your opinion were the students interested in what you had to say?
Yes ________ No ________

8. Would you participate in a similar program? Yes ___ No ___

9. Please offer any criticisms or suggestions concerning the conference.

(Use back of paper)

Exhibit E-2

CAREER PLANNING AND PLACEMENT OFFICE

CAREER EXPLORATION DAY EVALUATION

Major Field:____

Projected Major (if no major selected)________________________

Classification :
Freshman __________
Sophomore__________
Junior __________
Senior __________
Transfer __________

Residence:
On Campus__________
Off Campus__________

1. What aspect of the Career Exploration Session was most helpful in your gaining insight as to what you must do to prepare yourself for a career?

   ☐ Good insight about the expectations of the world of work

   ☐ Good insight into the operation of industry

   ☐ Good idea of what I must do academically in my major

   ☐ Good information in interviewing sessions

   ☐ None of the above ____________________________

2. To what extent have you previously been exposed to this kind of information?

   ☐ No exposure

   ☐ Very little exposure

   ☐ Some exposure

   ☐ Considerable amount of exposure

3. If you have been exposed, from whom or where did you receive it?

   ☐ Family & friends

   ☐ High School (counselors)

   ☐ Community

   ☐ College counselors

   ☐ Academic department

   ☐ None of the above ____________________________

4. Often times it is necessary to combine one's major academic interest with other related areas of interest in order to prepare oneself for specific careers. In light of this, has this program helped you to better prepare you to meet your career goals?

☐ Yes ☐ No

Comment ______________________________

5. How would you evaluate the panel's presentation.

☐ Informative

☐ Realistic

☐ Conflicting

☐ Confusing

6. As a result of the session, do you feel motivated to seek additional information?

☐ Yes ☐ No

Comment ______________________________

7. What additional information do you feel should have been provided?

Comment ______________________________

____

____

8. Do you feel that this kind of program should be continued?

☐ Yes ☐ No

Comment ______________________________

____

9. What other career areas would you like to learn about through similar programs?

State Government
Federal Government
Education
Other ______________________________

____

Social Service Agencies
Medical
Legal

YOUR CAREER

and

YOU

HUNTER HELPS
with
CAREER COUNSELING
and
PLACEMENT

Temporary and Permanent **JOBS**

Please make appointments in
Room 105, 695 Park Ave.

Hunter College
CUNY
Room 1601
505 Park Ave.
NYC 10022

Career Counseling and Placement has two divisions:

Undergraduate and Graduate

The functions are as follows:

to counsel students and alumni in the selection of objectives which will implement their particular life style;

to assist registrants in the planning of job campaigns;

to refer registrants to part-time, summer, and full-time jobs in all areas except elementary and secondary school teaching;

to serve as a reference and credential source;

to serve as a point of contact for employers' inquiries regarding applications for employment from Hunter undergraduates, graduate students and alumni.

Our services are available to every Hunter graduate "as long as he lives" – at no cost.

This is a sample of an inexpensive brochure that, in its original form, consists of a long sheet of paper printed on one side, folded five times to fit within a standard envelope.

CAREER COUNSELING

for all students

The choice of a vocation is a very important decision for both men and women. In fact, for some students, not knowing what they may do after college may interfere with their academic achievement, for they cannot relate their liberal arts studies to their futures. As early as the freshman year, you may wish to explore various broad career areas to determine which may be most satisfying to you. Specially trained counselors can assist you to analyze your interests, aptitudes, personal needs and goals as well as to review occupational information, including "alternate careers". Some opportunities require completion of specific majors; others are available to the liberal arts graduate regardless of major. Counselors can put you in touch with various exploratory opportunities.

By assessing all of this information in terms of your self analysis, you will be able to set some short and long range goals for yourself in terms of your particular life-style. Many persons change vocational goals as they get new insights and have broadened experiences. It is not a sign of incompetence to change your mind providing your decision is validly based.

ELLEN MORSE TISHMAN MEMORIAL CAREER INFORMATION CENTER

A career literature collection (pamphlets, material, brochures and books covering the gamut of careers open to liberal arts graduates, literature on "alternative" careers, as well as graduate school catalogues and scholarship information) is available in Room 1601 at 505 Park Avenue.

UNDERGRADUATES

College of Arts & Sciences | *School of General Studies*

JOBS: Part-time jobs are available if your college program provides sufficient free time and if your skills are such that you qualify for one of the many openings listed with and recruited by our staff. Some of the job categories are: clerk, typist, stenographer, secretary, group worker, stock clerk, delivery boy, sales person, baby sitter, tutor. College work study assignments are made following the establishment of eligibility with the financial aid counselors. Please see the Financial Aid Brochure and make an appointment in room 105.

Full-time and part-time jobs are available to matriculated students in the School of General Studies. The office is open twice a week. Hours are posted in Room 105. No appointment is necessary.

Summer jobs in both business and camp settings are available. Please watch bulletin boards for dates for filing for positions in summer playgrounds, play streets, Federal Government, etc.

REGISTRATION: You are required to register and to discuss your plans with a counselor before being referred to an employer.

REFERRALS: In order to maintain an active status as a job candidate, you must assume responsibility for keeping in contact with your counselor, for following through promptly on job referrals, and for reporting the results to your Counselor.

The number and quality of jobs available depend in a large degree upon our promptness in referring candidates and on your job performance.

GRADUATING SENIORS

In order to find the opportunity that will give you maximum satisfaction, it is important that you begin to make plans as early in the senior year as possible. A member of the Career Counseling and Placement Staff will be happy to discuss opportunities in social service, business, industry, government or "alternative" fields with you and to help you explore various possibilities in the light of your personal requirements, goals and qualifications.

Employers' criteria for selection of liberal arts graduates encompass broad areas and include such items as major field, related courses, extra-curricular activities, personal qualifications, and faculty references. In view of this fact, you are asked to fill out forms which will make a variety of information available for use in placement counseling, job referrals, and selection by the employer.

The credentials which are gathered during your senior year are kept on permanent file, may be brought up to date when necessary, and will be sent out for you whenever you request it.

Campus Interviews. During the senior year, students spend time exploring employment opportunities. In order to lessen the amount of time spent off campus, we undertake to set up a preliminary schedule of company visits since such visits require long range planning. If no students request interviews, the company's visit is not confirmed. In order to take advantage of these visits, your registration must be complete and you must have had at least one interview with a placement counselor.

Employment Literature is available. You are invited to come in and browse.

GRADUATE STUDENTS

The services of the Career Counseling and Placement staff are available to students matriculated in curricula of the graduate arts and sciences program.

Positions in a wide variety of fields, including college teaching, are listed. If, however, no appropriate jobs are listed when you register, the counselor is in a position to recruit jobs from among the many hundreds of educational institutions, non-profit and business organizations with which at one time or another we have placed our students and alumni.

You may also use the service to secure part-time or summer positions.

The credentials which you will be asked to compile will be kept in a permanent file for your future use. Of course, it is most important that you keep your credentials up to date.

ALUMNI

Our services are available to all alumni at any time in their careers.

If you wish to change positions, if you have deferred taking a position, if you wish to continue a career after your children are in school, we shall be happy to assist you.

APPENDIX N

COLLEGE PLACEMENT SERVICES, INC.

THE ANNUAL REPORT - A COMMUNICATIONS TOOL FOR CAREER COUNSELING AND PLACEMENT OFFICERS

Career counseling and placement has been called a "communications centered" activity.[1] This is very apparent if we consider the many vital working relationships between the career counseling and placement center and students, faculty, administrators, alumni, employers, and the community in which the college or university it serves is located. Many techniques and media have been used to reach, to relate, to educate and to motivate the various publics served by career counseling and placement officers.

One communications medium that is frequently overlooked, or underutilized, is the annual report of the career counseling and placement service. Effectively developed, this report can serve both as a publicity mechanism and an educational tool. It can delineate the role and function of the career counseling and placement service, summarize its objectives, describe its services, brag about its accomplishments, point out its needs and problems, instruct faculty and student service personnel about employment trends that are affecting the graduates and will affect future graduates.

In developing a model for a comprehensive annual report two general purposes should be served. First, the report should delineate the objectives, services, activities and achievements of the career counseling and placement service. Second, it should describe what is happening in the "world of work" and the impact of these events on the career patterns of graduates and the implications that these have for the curricula and educational role of the institution.

The advantages and the need for reporting in the annual report the material listed in the first of these purposes is readily apparent. The second, however, establishes the career counseling and placement service as a source for career information and as a prime contact point with employers, government and graduate schools. This, perhaps, assumes that the career counseling and placement service has been recognized as the chief career development resource on the campus - a service that coordinates and facilitates the institution-wide effort for career education.

Should this not be the case, the annual report can become a means of implying and advancing the case for a broader role for the career counseling and placement services. Because, on most campuses, there is a great void of contemporary career information, the good impression that can be made by an informative annual report may thrust the career services into a more visible, recognizeable status and enhance its usefullness as a meaningful resource at its institution.

At colleges and universities where the resources available for communications and publicity are limited - and, today, there are probably no institutions that do not fall in that category - a comprehensive annual report of the career counseling and placement service can be an inexpensive way of relating many things to many people. It could replace many special documents such offices prepare: orientation documents about the service for students, employers, and faculty; reports to faculty and students about job trends; reports to a budget planning committee regarding future needs, etc. An economical use of the paper in a report could have various sections which relate to specific topics available as separate handouts and utilizing the entire report (with all sections) only where needed.

---

[1] James W. Souther, Career Planning and Placement Handbook, College Placement Council, Inc., 1975.

The experience of College Placement Services, Inc. (CPS) in its ten years of work with over 130 career counseling and placement services reveals that very few of these are capitalizing on the potential impact of their annual report.

Rather, they confirm the findings of a 1967 survey[2] of annual reports that showed up to 70% of career counseling and placement directors submitting reports based primarily on which students took what jobs, or what companies came to the campus offering how many of what kind of jobs. Or, the reports focused on the activity of the career counseling and placement office such as: credential preparation, interview scheduling, number of registrants, counseling interviews, job placements, etc.

The survey found that annual reports submitted by directors from liberal arts colleges, or by those who serve specific academic departments, could better be described as "student directories" because they consisted primarily of lists of student names and the names of their employers. These reports concentrated on what has happened and made no references to future needs, expansion, goals, director development, and educational goals. And, needless to say; no projections of labor market trends, new career developments, etc. Finally, the survey noted that few of the reports showed any concern about career counseling of students or career development activities and no reports mentioned the need for referring students to other college services such as a counseling center.

The review of this type of report leaves the reader with the perception that the services of the reporting unit are narrow in scope, lack vision, concentrate on procedural problems, operate in isolation from other campus units, and have little concern for the educational or developmental needs of students.

This kind of conclusion led Segal and Klos, in their analysis of their survey to develop fourteen considerations which, they believed, should be reflected in a good hypothetical report from a career counseling and placement service. These are:

---

[2] The Role of College and University Placement Director: The annual report is a reflection of role perceptions. Stanley J. Segal and Dennis S. Klos. Center for Research in Careers, Graduate School of Education, Harvard University, 1967.

- an orientation to the past, present, and future; the attitude that what is done in the future and in the present should be decided on the basis of evaluating, but not necessarily repeating, past experience.

- an awareness that the career counseling and placement function is diverse; "summer placement" for example, is as important as "graduate placement" since career plans are greatly influenced by summer work experience.

- a propensity to innovate; the complex function of career counseling and placement has opportunity for upgrading that is as limited or broad as the attitude of the directors.

- a concentrated effort to expand the facilities, staff, function, and effect of the career counseling and placement service; this means an attitude that if the service doesn't progress, it regresses.

- an awareness that setting goals and committing oneself publicly to those goals is a method of maintaining direction; this is functional to the staff as well as the director.

- an effort to become involved with professional associations, such that the director and others can share experiences.

- a constant effort to perpetuate self-education through the use of uniquely relevant resources.

- a belief that the career counseling and placement service has a special role in the education of the student; the crucial role is to gather, generate, and disseminate career-relevant information.

- a belief that vocational counseling is critical to assisting the students who seek it.

- a constant awareness of resources and facilities in addition to the career counseling and placement service that can be mentioned to information-seeking students.

- an attempt to understand the various roles of people who are influenced by the actions of the career counseling and placement director.

- a belief that factors which restrict the scope and effectiveness of the career counseling and placement service can be influenced by effort over time.

- a style of leadership that is characterized by the maintaining of an improving system, by responding to environmental stimuli and opportunity, and by acting on the environment in order to fulfill the center's functional needs.

- a belief that writing a comprehensive annual report is crucial to understanding the purpose, direction and progress of the entity.

The way a career counseling and placement officer reacts to these considerations and how he or she decides to reflect these in their annual report will reveal the officer's self-perception and their perception of the objectives and role of their service.

Because others perceive us more by what we do than what we say, it goes without saying that a report which relates a very progressive, developmentally-oriented service can only be accepted by its readers on campus, if in fact, they know and see that the service is indeed performing as reported. Therefore, it is advisable that directors who read these words should analyze and consider the realities of their operations before they undertake the production of a report that could be interpreted as deceptive or incorrect.

As a help in planning their annual reports, officials may wish to sample those turned out by similar colleges and universities. The following outline is presented as an all-inclusive listing of many items which could be included in a report and of the many ways of presenting the various data. To attempt to create a report following this outline would be a tremendous, if not impossible, task. It is suggested, therefore, that the outline be used to select those items and approaches in treatment of data which best fit the needs of the office involved.

Hypothetical Topic Outline for Annual Report
Career Counseling and Placement Service

(derived from an outline prepared by Segal & Klos)

Topic Summary

Introduction
Part I Statement of Philosophy and Goals
II Vocational Counseling
III Information and Education
IV Office Administration and Recruitment
V Placement and Salary
VI Profile of People Employed
VII Staff Activities
VIII Summary Statement and Description of Future Needs

Introduction: The function of the Service and its relations to other university services.

Definition of direct and staff functions and discussion of extent of referral and coordination with other university services.

Part I Statement of Philosophy and Goals

A. Philosophy of Operation for the Career Counseling and Placement Function

B. Long Range Goals (1-5 years)

C. Short Range Goals (1 year projection)

Part II Vocational Counseling

A. Numerical Summary

1. number of freshmen receiving counseling
2. number people counseled by major or percent possible for each major
3. number people counseled by academic/level/alumni/non university people
4. number sessions per year this year academic level/alumni/non university people
5. number sessions per month this year academic level/alumni/non university people
6. list and frequency of subjects for which counseling requested, by academic level/alumni/non university people
7. number people referred to general counseling office by major or academic level, etc.

B. Coordination of Vocational Counseling and General Counseling Offices

  1. status of the system of referral used
  2. problems and proposed changes

C. Discussion and Evaluation of the Counseling Aspect of Placement

Part III Information and Education

A. Information Gathering

  1. Resources used
    a. solicitation of suggestions for improvements from faculty, administration, students, alumni, recruiters, professional associations
    b. information from participating in professional meetings
    c. technical journals, books
    d. recruiter literature

  2. Evaluation and discussion
    a. assessing old and new needs and resources
    b. proposals for future information gathering

B. Information Generated

  1. Research studies undertaken (independent or in cooperation with faculty and students of academic departments)
    a. purposes of endeavors; status of studies
    b. critiques of conclusions
    c. discussion of research application to the placement functions

  2. Class revisited reports
    a. alumni class profile of demographic data
    b. job satisfaction reports
    c. job change and mobility reports
    d. discussion of report relevance to the placement functions

  3. Special reports
    a. status, evaluation, and recommendations for various functions and areas of the placement office
    b. proposals for future reports

C. Information Dissemination

  1. Programs given by or arranged by career counseling and placement office
    a. content of colloquia, speeches, seminars
    b. evaluation and recommendation

2. Bulletins, newsletters, special correspondence to students, faculty, and administration
    a. purpose, content
    b. evaluation and recommendation

3. Discussion of distribution of annual report, other reports, and research studies
    a. educational function of the information
    b. publicity function of the information

D. Career Information Center

1. Description of printed materials on hand by type
2. Description of audio-visual materials
3. Acquisitions of new materials
4. Activities that resulted in career information being circulated on campus to students

Part IV Office Administration and Recruitment

A. Quantitive Summary and Discussion

1. Number of registrants, interviews, credentials, placements
    a. listed by total number or by department, major or school
    b. listed according to full-time, part-time, or summer placement
    c. listed as student or alumni placement
    d. listed as undergraduate, senior, or graduate placement
    e. listed as separate tabulation or with results of other years
    f. listed as autonamous numbers or as % of possible number of registrants or placements by department or major
    g. numerical illustration of trends and discussion

2. Number of companies, agencies, schools represented; positions offered
    a. listed by geographic location
    b. listed by industry or grade level
    c. listed by type of positions offered
    d. comparison to statistics of past years
    e. numerical illustration of trends and discussion

3. Financial summary
    a. budget, expense breakdown
    b. various costs per student
    c. evaluation and future financial need

B. Qualitative Summary and Discussion

1. Procedural innovation
    a. in scheduling interviews and counseling sessions
    b. in registering and assisting students
    c. in credential preparation
    d. in attracting, assisting, evaluating recruiters

e. in disseminating administrative information
f. in coordinating placement, counseling and information flow with each other and with faculty, administrators, students, and recruiters

2. Facilities evaluation and proposals
a. size, location, arrangement
b. funding

3. Office organization
a. internal set up evaluation and changes
b. external relation to other offices in the university

4. Report on recruiters
a. trends in recruiter needs
b. recruiter attitudes and methods evaluation and summary
c. discussion of location and type of recruiters
d. discussion of recruiter success, satisfaction and suggestions

5. Discussion of estimated future functions and needs of the administrative aspects of the career counseling and placement office.

Part V Placement and Salary

A. Who is placed where, lists of people placed matched with the location or type of placement. (Charts and tables can be used to present this data. The following can result in 105 ways of presenting these statistics.)

1. Ways of listing people placed
    a. by class or degree level
    b. by department or major
    c. by name of student or sex
    d. by name or number of foreign students
    e. by name or number of alumni

The items listed under 1 (above) can be matched with all those listed under 2 (below). The possible combinations should be limited to those most applicable to an institution.

2. Breakdown of type of placement
    a. Company
        i. industry
        ii. name, location
        iii. department or function
        iv. job title

    b. Elementary or Secondary School
        i. state, county
        ii. name, location
        iii. grade level, course taught
        iv. teaching in major and/or/nor minor

- c. Government
    - i. Department or Bureau
    - ii. name, location of Office or project
    - iii. job title

- d. Military Service
    - i. branch
    - ii. location, division
    - iii. job title

- e. Graduate School
    - i. field
    - ii. name, location
    - iii. major degree

- f. Other
    - i. travel
    - ii. get married
    - iii. unemployed
    - iv. unknown

- g. Part-time Placement
    - i. number of openings
    - ii. job vacancies, opportunities, descriptions
    - iii. names of people placed and their jobs

- h. Summer Placement
    - i. name or type of employer
    - ii. positions sought, offered
    - iii. name of student, job title

B. Starting Salaries

1. offered by recruiters (high, average, low)
    - a. listed by industry or school level
    - b. listed by occupation
    - c. geographical location
    - d. sex
    - e. level of degree
    - f. full-time, part-time, summer

2. accepted by placed people (high, average, low)
    - a. listed by industry or school level
    - b. listed by occupation
    - c. geographical location
    - d. sex
    - e. level of degree
    - f. full-time, part-time, summer
    - g. listed by amount of work experience
    - h. listed by grade point average of graduate

Part VI Profile of People Employed

A. Demographic Data

1. age, marital status, military distributions, etc.
2. type/amount of job experience
3. percent who plan higher education and in what field
4. short-range versus long-range career plans

B. Factors Affecting Job Choice

1. interviews per student distribution
2. interviews per company, industry, school, agency
3. questionnaire results:
    - why registrants chose jobs/employers
    - who helped registrants choose
    - what registrants looked for in job/employer
    - registrant evaluation of placement office and process

Part VII Staff Activities

A. Evaluation and Discussion of Activities of Staff Members

1. speeches given, conferences attended
2. participation in career colloquy and student seminars
3. involvement with professional associations
4. self-education

B. Evaluation and Discussion of Special Functions of Staff Members

1. visits to recruiters organizations
2. public relations and publicity on and off campus
3. coordinating placement with other university administration
4. visits with faculty teachers, advisors, deans offices
5. visits to student housing or organizations

C. Special Reports and Research

1. who is involved with what
2. future plans and goals of staff

Part VIII Summary Statement and Description of Future Needs

A statement summarizing accomplishments that relate to the philosophy and goals presented in item I, and a description of resources, support and assistance needed to fulfill projected needs in order that the program can continue to strive for the stated philosophy and goals.

COLLEGE PLACEMENT SERVICES, INC.

SUGGESTED SYLLABUS FOR TEST TAKING SKILLS WORKSHOP

This outlines topics for presentation to college students interested in improvement of their skills in taking standardized tests. Parts I and II could be covered in one session, Part III, two sessions (at least), and Part IV, two to five sessions. As presented here, the syllabus is designed for general orientation to all standardized tests. A variation of the syllabus, which would require less teaching time, can prepare students for specific examinations such as the G.R.E., G.M.A.T., L.S.A.T., etc. Such a program need cover only the materials in Parts I, II, and IV that are pertinent to the test being studied. The contents of Part III would be totally applicable to any test.

I. Discussion of Organization of Program, Methodology and Objectives

Stress realistic expectations, do not oversell the ability of the program to raise test scores.

II. Review Various Tests Used for Graduate School Admissions and Civil Service Screening

Review application and purpose of each test, procedure for sign up, place of administration in your area and dates to be administered. This is also a good opportunity to determine how many students will take each of the tests.

III. Review Principles for Test Preparation

The first five chapters of Millman, J. and Pauk, W., How to Take Tests, McGraw-Hill, 1969, provide an outline and materials that could be used in this phase of the program.

IV. Review Specific Types of Test Items

Following are types of questions that are commonly used on standardized tests and could be studied as part of the program. Materials from Millman and Pauk (see above) can be used in these sessions. It is also suggested that students be given actual test items to work with. The latter can be excerpted from the sample tests available from the test makers or from some of the commercially published test workbooks.

A. Reading Comprehension and Interpretation
B. Vocabulary
C. Math Word Problems
D. Configuration Series
  1. Abstract Figures
  2. Number Series
  3. Letter Series
E. Analogies

Toward a career!

Service for Employers

Class of 1977
Career Planning & Placement
University of Rhode Island

PROFESSIONAL DEGREES 1977

50	Master of Business Administration (M.B.A.)
20	Master of Community Planning (M.C.P.)
135	Master of Library Science (M.L.S.)
25	Master of Marine Affairs (M.M.A.)
25	Master of Public Administration (M.P.A.)

UNDERGRADUATE CLASS OF 1977

Arts and Sciences

Arts and Humanities

40	Art
44	English
5	French
3	German
48	Journalism
2	Music
6	Philosophy
51	Speech
12	Theatre

Education

85	Elementary Education
12	Music Education
78	Physical Education
45	Secondary Education

Life Sciences

24	Biology
12	Botany
21	Dental Hygiene
12	Medical Technology
21	Microbiology
65	Zoology

Physical Sciences

14	Chemistry
5	Computer Science
13	Geology
19	Mathematics
5	Physics

Social Sciences

8	Anthropology
17	Economics
8	Geography
24	History
11	Personal and Cultural Urban Environment
70	Political Science
101	Psychology
46	Sociology

Business Administration

89	Accounting
5	Business Education
23	Finance
52	General Business Administration
13	Insurance
16	Management Science
71	Marketing Management
1	Office Administration
25	Organizational Management and Industrial Relations

Engineering

24	Chemical Engineering
1	Chemical and Ocean Engineering
33	Civil and Environmental Engineering
27	Electrical Engineering
1	Engineering Science
10	Industrial Engineering
43	Mechanical Engineering and Applied Mechanics
12	Mechanical and Ocean Engineering

Home Economics

45	Child Development and Family Relations
50	Food and Nutritional Science
1	Food Science and Technology
4	General Home Economics
16	Home Economics Education
3	Home Economics in the Urban Environment
55	Textiles, Clothing and Related Art

107	**Nursing**
105	**Pharmacy**
3	Ventilation Therapy (4-year)

Resource Development

68	Agriculture and Resource Technology
36	Animal Science
40	Fisheries and Marine Technology (Associate Degree)
7	Food Science and Technology
135	Natural Resources
17	Plant Science
5	Resource Development in Urban Environment

Placement Services

Campus interviews arranged with qualified seniors
Direct referral of qualified seniors upon request
Direct referral of experienced alumni
Referral of undergraduates for part-time and vacation work
Referral of faculty for summer work

Interview Dates 1976-77

Interviews on the campus may be scheduled Mondays, Tuesdays, Thursdays, Fridays, November 4 to December 9 and February 7 to March 15

Make Your Date Now

We hope you will schedule a visit to the University, and that you will let us know your interview time well in advance so that you can be assured of a good choice of candidates.

Write or Telephone

For information and appointments:
Office of Career Planning and Placement
Raymond H. Stockard, *Director*
Russell G. Gilmore, *Assistant Director*
F. Marie MacDonald, *Career Counselor and Educational Placement Coordinator*
Janet Montgomery, *Career Counselor*
University of Rhode Island
Kingston, Rhode Island 02881
401-792-2311

APPENDIX Q

SAMPLE EVALUATION FORMS

Q-1 *Student Evaluation of Career Counseling and Placement Services, p. 271*

Q-2 *Recruiter Evaluation of Career Counseling and Placement Services, p. 273*

Q-3 *Evaluation of the Recruiter by Placement Officer, p. 276*

Q-4 *Student Evaluation of Recruiting Visit to College, p. 278*

COLLEGE PLACEMENT SERVICES, INC.

Student Evaluation of Career Counseling and Placement Services

Name of College ______________________________ Date ____________

Class: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Grad. Student

This questionnaire is designed to provide feedback to your college's administration regarding the effectiveness and relevance of its career counseling and placement services program. Your comments will be helpful in upgrading these services.

After each statement place a circle around your response: "Yes", "No", or "Not Applicable". Please feel free to comment on all responses.

1. Do students feel free to walk in the career counseling and placement office to browse or "see what's going on"? ____________________ Yes No N.A.

   ____

2. Is the staff readily available for student conferences? ____________ Yes No N.A.

   ____

3. Does the staff readily provide information and assistance to students? Yes No N.A.

   ____

4. Is the director or staff available to assist with preparing resumes, letters of application and other employment/application forms? ______ Yes No N.A.

   ____

5. Are schedules of recruiter visits made available to students well in advance? ______________________________________ Yes No N.A.

6. Are job vacancy announcements posted in conspicuous locations? ______ Yes No N.A.

   ____

7. Is information in the careers/occupation library adequate and up to date? ______________________________________ Yes No N.A.

8. Are there sufficient bulletin boards used by career counseling and placement services to announce their activities throughout the campus? Yes No N.A.

   ____

9. Are these bulletin boards located in areas where student traffic is heavy? ____________________ Yes No N.A.

10. Are the bulletin boards kept up to date and in an orderly manner? ____________________ Yes No N.A.

11. Are other available means of campus communications used by the career counseling and placement service? (newspaper, radio, handouts, assembly announcements, etc.) ____________________ Yes No N.A.

12. Is part-time and summer job information readily available? ____________________ Yes No N.A.

13. Do sufficient numbers of employers visit the campus each year? ____________________ Yes No N.A.

14. Does the service sponsor Career Days and/or Job Fairs? ____________________ Yes No N.A.

15. Do you feel such activities are helpful to students? ____________________ Yes No N.A.

16. Does the career counseling and placement service sponsor career orientation programs designed to help the student explore new and different occupations? ____________________ Yes No N.A.

17. Does the staff provide individual and/or group training to students on interviews and job search techniques? ____________________ Yes No N.A.

18. Does the career counseling and placement service have applications and catalogs for graduate and professional schools on file? ____________________ Yes No N.A.

19. Does the service provide information about graduate school admissions tests? ____________________ Yes No N.A.

Comments:

____

COLLEGE PLACEMENT SERVICES, INC.

Recruiter Evaluation of Career Counseling and Placement Services

College Visited ______________________________

This questionnaire is designed to provide feedback to the career counseling and placement staff, the college's administration and College Placement Services, Inc. regarding the effectiveness of the services offered. Your honest and candid comment will be helpful in evaluating and upgrading these services. Your response will be kept confidential.

After each statement check the box giving the most appropriate response. Check N.A. ("Not Applicable") if, for some reason, the question and/or the suggested answer are not appropriate.

NOTE: Because of the provisions of the Family Educational Rights and Privacy Act, do not mention names of individual students.

1. Did you (the recruiter) arrive on time for your scheduled interviews? ______________________________ ☐ Yes ☐ No ☐ N.A.

2. Was the director or a member of the professional staff of the career counseling and placement service available when you arrived? __________

   ______________________________ ☐ Yes ☐ No ☐ N.A.

3. Was this person helpful and interested in making your recruiting visit as effective as possible? (i.e. schedule in good order, student resume forms available, luncheon arrangements, etc.) __________

   ____

   ☐ extremely helpful ☐ interested ☐ disinterested ☐ N.A.

4. Was this person knowledgeable about your organization's recruitment objectives for the visit in question? __________

   ____

   ☐ highly knowledgeable ☐ knowledgeable ☐ uninformed ☐ N.A.

5. Was the facility provided for your interviews quiet and private __________

   ______________________________ ☐ Yes ☐ No ☐ N.A.

6. Was the recruitment literature in the career counseling and placement office displayed in an orderly manner and accessible to students?

   ______________________________ ☐ Yes ☐ No ☐ N.A.

7. If you had sent your organization's recruitment literature to the campus prior to your visit, had it been made available to students?__________

__________ ☐ Yes ☐ No ☐ N.A.

8. Did you receive a roster of students to be interviewed at the beginning of your visit?__________ ☐ Yes ☐ No ☐ N.A.

9. For how many of the students that you were scheduled to interview were resumes or personal data sheets provided?__________

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

10. How many of the students listed on your interview roster possessed the majors and other qualifications specified by your organization prior to your visit?__________

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

11. How many of the student candidates appeared for their scheduled interviews?

____

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

12. How many of the student candidates arrived on time for their scheduled interviews?__________

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

13. How many of the students did you consider to be appropriately dressed and personally groomed for the interview?__________

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

14. How many of the students interviewed were familiar with your organization?

____

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

15. How many of the students interviewed had read the literature regarding your organization?__________

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

16. How many of the students interviewed displayed good interviewing skills?____

☐ all students ☐ most students ☐ few students ☐ no students ☐ N.A.

17. Was the director or a representative of the career counseling and placement service available to conduct a wrap-up meeting with you after the interviews ended?________________________________ ☐ Yes ☐ No ☐ N.A.

18. Did you seek such an interview?________________________________ ☐ Yes ☐ No ☐ N.A.

19. Do you plan to recommend that your organization conduct future recruiting visits to this college?________________________________

____ ☐ Yes ☐ No ☐ N.A.

20. Did you leave the campus earlier than your originally scheduled departure time?________________________________ ☐ Yes ☐ No ☐ N.A.

21. Please answer the following about yourself:

   a. How long have you been a college recruiter?

      ☐ less than one year ☐ one to three years ☐ more than three years

   b. Approximately how many campus recruiting visits do you make each year?________________

   c. Is college recruiting and/or college relations your primary work assignment? ☐ Yes ☐ No

22. Do you have any recommendations for improving this service?

____

____

____

____

23. General Comments:

____

____

____

____

____

COLLEGE PLACEMENT SERVICES, INC

Evaluation of the Recruiter by Placement Officer

Recruiting Organization ______________________________ Date ____________

This questionnaire is to be used by career counseling and placement staff members to review the nature of a recruiting visit from an employer organization or a graduate school.

After each statement place a circle around your response: "Yes", "No", or "Not Applicable". Please feel free to comment on all responses.

1. Was an ample supply of recruitment literature and applications received at least two weeks before the recruiting visit? ________________ Yes No N.A.

____

2. Did the recruiting organization submit information about their desired interview arrangements within the specified time set by your service?__ Yes No N.A.

____

3. Did the recruiting organization indicate in advance what types of positions were to be filled and what majors would be interviewed? _____ Yes No N.A.

____

4. Did the recruiter arrive on campus according to schedule? __________ Yes No N.A.

____

5. Was the recruiter generally familiar with college recruiting and interviewing procedures? ______________________ Yes No N.A.

____

6. Was the recruiter courteous and professional, not making unethical or unreasonable demands of students or staff members? ____________ Yes No N.A.

____

7. Did the recruiter remain for interviews until the end of the scheduled visit? ______________________________ Yes No N.A.

____

8. Was the recruiter available for a closing interview with the placement officer-or a representative-for a wrap-up meeting? ____________ Yes No N.A.

____

9. Will the career counseling and placement director invite this organization to visit the campus again? ______________________ Yes No N.A.

____

10. General Comments:

____

____

____

____

____

____

____

____

____

____

APPENDIX Q-4

COLLEGE PLACEMENT SERVICES, INC.

Student Evaluation of Recruiting Visit to College

Recruiting Organization________________ Date ______________

This questionnaire is designed to provide feedback to the recruiting organization evaluated regarding the effectiveness of their recruitment efforts. Your responses will be held in strict confidence and will not be released.

After each statement place a circle around your response: "Yes", "No" or "Not Applicable". Please feel free to comment on all responses.

1. Did the recruiter make you feel at ease during the interview? _______ Yes No N.A.

____

2. Were you allowed adequate time to present yourself? _______ Yes No N.A.

____

3. Did the recruiter spend adequate time discussing the job opportunities available within his/her organization? _______ Yes No N.A.

____

4. Were these related to your qualifications and interests? _______ Yes No N.A.

____

5. Were you allowed adequate time to ask questions? _______ Yes No N.A.

____

6. Did you receive satisfactory answers to your questions? _______ Yes No N.A.

____

7. At the end of the interview, did you know what the next step of the screening process would be? _______ Yes No N.A.

____

8. If the recruiter was not interested in you as an employee, were suggestions made for other employment possibilities? _______ Yes No N.A.

____

____

9. Do you recommend that this recruiter be invited to the campus again? Yes No N.A.

10. General Comments:

PLEASE ANSWER THE FOLLOWING ONLY IF THE RECRUITING REPRESENTATIVE WAS FROM A GRADUATE SCHOOL

11. Was the representative knowledgeable about general admissions requirements? Yes No N.A.

12. Did the representative provide scholarship and other financial assistance information? Yes No N.A.

13. Was the representative knowledgeable about application procedures and deadline dates for housing? Yes No N.A.

14. Did the representative present a realistic impression about graduate school life (social climate and academic pressures)? Yes No N.A.

15. Did the representative have a genuine interest in recruiting qualified students for graduate study? Yes No N.A.

16. Was the representative a graduate student? Yes No N.A.

17. General Comments:

CAREER GOALS QUESTIONNAIRE

(Courtesy University of Rhode Island)

Please provide us with the following information:

1. Anticipated year of graduation:_________

2. Do you have an occupational goal at this time? *(Check the one answer that best applies)*

   ☐ quite certain about goal and specific vocational field

   ☐ general area of interest is clear

   ☐ undecided between alternatives

   ☐ no specific goal at present

   ☐ other, please specify________________________________

3. The best time to start my own study of my career potentials is: *(Check the one answer that best applies)*

   ☐ prior to college

   ☐ freshman year of college

   ☐ sophomore year of college

   ☐ junior year of college

   ☐ senior year of college

   ☐ after graduation from college

   ☐ other, please specify________________________________

4. In your senior year of high school, did you anticipate the need for career planning services?

   ☐ yes ☐ no ☐ don't know

5. What is the one most important reason for your attending college? *(Check the one answer that best applies)*

   ☐ for the sake of the education

   ☐ to prepare yourself for a specific job

   ☐ to prepare yourself, not for a specific job, but in an area of particular interest

   ☐ other, please specify________________________________

6. Do you know what types of employment you will be capable of performing upon completion of your studies?

☐ yes ☐ no ☐ uncertain

7. If yes to #6 above, please specify what types of employment you will be capable of performing.

____

____

____

____

8. Do you think you will need assistance in developing your marketable skills?

☐ yes ☐ no ☐ uncertain

9. If yes to #8 above, please try to identify what types of help you would like.

____

____

____

____

10. At this point in your college education could career planning aid you in deciding upon a job or jobs?

☐ yes ☐ no ☐ uncertain

11. Which one of the following do you think has the greatest influence in deciding on a career goal? *(Check only one)*

☐ high school friends and classmates

☐ parents

☐ college friends and classmates

☐ high school advisor

☐ college advisor

☐ former or present employer

☐ high school teachers

☐ college teachers

☐ other, please specify______________________

12. In making major decisions concerning work or school, you could profit most from which one(s) of the following: *(Check as many as you feel are applicable)*

- ☐ contacts with faculty
- ☐ a chance to gain work experience in an area of interest
- ☐ an understanding of your chances of success in an area of interest
- ☐ more information regarding job opportunities, income, etc.
- ☐ opportunity to talk with students having similar interests in a specially designed program
- ☐ to use interest tests or self help materials with the aid of a career development specialist
- ☐ a workshop designed to highlight the various alternative courses of study available at the college
- ☐ other, please specify ____________________

13. In the space provided below, please feel free to express any ideas on the topic of career planning and placement.

THANK YOU FOR YOUR COOPERATION

CAREER PLANNING AND PLACEMENT IN THE MID-SEVENTIES: AN OPERATIONAL PROFILE

By Robert F. Herrick, Executive Director

Based on Statistical Analysis by
Jean G. Kessler, Administrative Coordinator, and
Carolyn Hebden Lutz, Research Assistant

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May, 1976

THE COLLEGE PLACEMENT COUNCIL, INC.

On the following pages will be found the highlights of a profile of the college and university career planning and placement office in the mid-Seventies--a portrait frozen at a time in 1975 which, in all likelihood, was atypical. The effect of the economic reversal was about, so it now seems, at its worst insofar as the employment of the college graduate was concerned. But in spite of the depressed circumstances, positive gains since the last snapshot in 1967 were everywhere apparent. And not the least was the mounting evidence that a field which, in 1967, was still concerned largely with the practical aspects of matching candidates to jobs could, in 1975, see unmistakable progress toward career planning and placement as a recognized concept, and growing professional development as the sure path toward its attainment.

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CAREER PLANNING AND PLACEMENT IN THE MID-SEVENTIES:

AN OPERATIONAL PROFILE

The experience of the graduates of higher education in obtaining satisfactory employment in the mid-Seventies has attracted national interest. Highly deserved attention and concern are focused principally upon the unemployment and underemployment of these graduates. The symptoms are relatively uncomplicated. The causes are notably complex.

Some of the more obvious elements that contribute to the employment problem for these, the most highly trained of our young people, are the recently depressed economy, the dwindling demand for postsecondary graduates, and the superabundant numbers entering the labor market. Among the less obvious complications are failure of higher education to provide these young people with adequate career counseling in their undergraduate years. Missing, in too many instances, is any well-planned program to stimulate the career thinking of these young people, to acquaint them with the career options available to them, and to counsel them in self-assessment and adaptability to the world of work.

To the extent that a college or university formalizes its efforts in the direction of career planning, that responsibility is charged to what traditionally has been known as the "placement office" and, more recently, as the "career planning and placement office." Since it is to this facility that one must look to obtain an assessment of how a college or university may be acquitting this obligation, the College Placement Council mounted an ambitious study in 1975 to analyze the function on a nationwide basis. It was appropriate for the Council to undertake this since it represents both higher education and the employers of college and university graduates.

Additionally, the Council's corporate curiosity stemmed from a continuing program directed by its Committee on Professional Standards. In the Committee's statement of direction and perspective it said:

> "Career planning is a developmental process of the student. Therefore, as a part of the educational experience, career counseling and placement services must be available during the entire period of a student's academic involvement. This encompasses activities such as developing and teaching career planning courses; career counseling of individuals and of groups, including the development of decision-making skills important for life-long planning; maintaining career information libraries, as well as sponsoring career information programs. Optimal placement of the student in employment or further professional preparation is the prime objective of the career planning process."

To accomplish these ends, practicality suggested that the field be resurveyed so that the aims expressed might be approached through the programs of both the Professional Standards and the Professional Training and Development Committees.

Such programs could best be conceived and implemented once there was an understanding of the extent and competence of the practitioners already in career planning and placement offices and of the current implementation of their diverse programs.

Even the response to the resulting questionnaire said something of the dedication of higher education to the support of the career aspirations of its undergraduates. About 1,460 four-year college and university career planning and placement offices were on the Council's mailing lists. Of these about 860, some 60%, responded to the Council's study--normally considered a good response to a time-consuming questionnaire. But it also left hanging in air the unanswered question as to the interest in this vital student service on 600 other campuses which were not prompted to respond at all. It is probably more than a coincidence to note that, at the time the questionnaire was circulated, approximately 900 college and university career planning and placement offices held membership in the Council. This further suggests that the 860 respondents may represent most of the substantive programs of the nation.

It should be noted in passing that the status of the career planning and placement office on the two-year campus was reserved for a later and somewhat differently structured questionnaire. This because of the relatively recent emergence of the career planning and placement office on the two-year campus and the essentially local or regional pattern of the recruitment of its graduates by employers.

Table A

ENROLLMENT DISTRIBUTION
OF SURVEY SAMPLE

Full-time Undergraduate Enrollment	*Percent of Sample*
Under 500	5.7
500-750	11.3
751-1,000	11.0
1,001-2,500	31.0
2,501-5,000	16.2
5,001-10,000	13.4
10,001-20,000	9.3
Over 20,000	2.2

Of responding four-year institutions, a good balance with respect to size was achieved, 28% being those with full-time undergraduate student enrollments under 1,001, 47% with enrollments from 1,001 to 5,000, and 25% with over 5,000 students.

For those not conversant with the variety of career planning and placement programs in higher education, it may be helpful to explain that their size, staffing, implementation, and encouragement vary considerably in terms of several factors that relate to them.

- Employing organizations are more likely to send their recruiters to campuses where a bountiful supply of scarce-category students exist. In the mid-Seventies these include engineering, other sciences, accounting, and some other business disciplines.
- Because of the increasingly high costs of recruiting, employers are more likely to visit conveniently accessible campuses.
- Because of administrative and historical convictions, some colleges and universities have shown a concern for the employability of their graduates; others have felt it inappropriate.
- Since campus recruiting has been an employer concern for a quarter century, many colleges and universities have gained a reputation for providing especially productive graduates to specific employers. Hence these recruiters have tended to return, year after year.
- It is demonstrably possible for a college or university to become attractive to employers but it requires a continuing and well-supported program to do so.
- With some few exceptions, the graduate of the liberal arts college is less sought by business and industry; somewhat more by government. Even in the mid-Sixties, generalists were recruited and provided with on-the-job training largely because the supply of the more sought-after graduates became scarce.

As will be obvious, any combination of the above circumstances can have a profound influence on whether a college or university is concerned about and, if so, succeeds in offering to its students a good career planning and placement program. Retaining a high calibre staff, providing adequate facilities, and finding the wherewithal to stimulate an imaginative operation are all essential. But, unless a college or university administration has a frame of reference for guidance on this score, it can, unnecessarily, be overwhelmed with the complexities of bringing it all together. It was with the further hope of reducing the confusion as well as promoting the professional development of the field that the College Placement Council sought a profile of the career planning and placement office in the mid-Seventies and found, along the way, some interesting surprises.

STRUCTURE

CENTRALIZED VS. DECENTRALIZED

In the decades during which the career planning and placement function has evolved from the original efforts of faculty members to place their own graduates in satisfactory employment, a gradual trend toward the centralized placement function has been evident. In the Council's last survey in 1967, some 65% of the offices were centralized. By 1975 this had grown to 80%. It has been the Council's position to endorse neither concept since special circumstances on one campus overrule what might be a generalization for others.

Table B

PLACEMENT OFFICE STRUCTURE:
1967-1975 SURVEY COMPARISON
All Respondents (in percentages)

Type of Structure	*1967*	*1975*
Centralized	65	80
Decentralized	8	4
Centralized except Teacher Placement	21	7
Centralized except Professional Schools	6	10

Some employers, for perhaps obvious reasons, tend to prefer those institutions where all of their recruiting can be conducted in a reasonably central spot. In terms of enrollment, approximately 80% of colleges and universities between 500 and 10,000 undergraduates were found to have a centralized placement function while those of 10,000 and above were at about the 66% level. This would suggest that sheer magnitude may, for practical purposes, recommend decentralization in more instances at this level.

CONCERNING THE NAME OF THE "PLACEMENT" OFFICE

A continuing debate in career planning and placement circles has concerned the use of the term "placement" to describe the function of its offices. The mental picture suggested by this word is that students are assigned or directed into the employment opportunities available--which, of course, is the exact opposite of the non-directive techniques almost universally practiced. Further, "placement" is a word used by higher education to describe the assignment of students to specific programs or courses in their undergraduate years.

Yet, the very acceptance of the term "placement office" for over a half century has a recognition value which many practitioners have been unwilling to lose. The returns on the current questionnaire reflect the continuation of this indecision since 32% of the offices have held to the word "placement," 30% use "career planning and placement," while 15% have chosen "career counseling and placement." A more belated entry in the name game, "career services," was believed to be gaining in popularity but only 6% of the offices reported having adopted it.

ADMINISTRATIVE RESPONSIBILITY--BY WHAT ROUTE?

In the burgeoning of student services following World War II, many different patterns of administrative responsibility evolved for the career planning and placement office. As late as 1967, 32% of them reported directly to the president of the institution, 30% reported to the dean of students, and 15% to the vice president or executive dean. Only 12% reported to the academic dean. As student services proliferated in the years between 1967 and 1975, however, a number of new administrative titles and "chains of command" evolved. Then, as student services were increasingly cut back in the Seventies under the economies of operation being forced upon colleges and universites, debates arose over whether the placement fuction was better served if situated in the academic, rather than in the "services" hierarchy.

It may be appropriate here to cite another of the positions on direction and perspective set forth by the CPC Professional Standards Committee. "It is desirable," the statement says, "that career counseling and placement be organized as part of, or closely related to, the academic structure and that it serve as a key point of contact between the faculty and practitioners as well as between the institution and employers." But, in response to a question on location of the placement office in the institutional structure, CPC's 1975 survey found that 67% of the placement offices considered themselves to be under student services (or "affairs") while only 12% were in academic affairs. This relationship remained remarkably constant through all enrollment categories from 500 to 30,000 students.

Table C

TO WHOM PLACEMENT DIRECTOR REPORTS:
1967-1975 SURVEY COMPARISONS
All Respondents (in percentages)

Title	*1967*	*1975*
President	32	7
Vice President	15	28
Dean of Students	30	33
Academic Dean/ Dean of College	12	11
Other	11	21

A further comparison between the 1967 and 1975 surveys regarding the officer to whom the placement director reports is shown in Table C. The most notable change is the drop in those reporting directly to the president of the institution.

UTILIZATION OF AN ADVISORY COMMITTEE

The importance of harmonious and cooperative relations between the career planning and placement office and the faculty, student body, alumni, and other administrative offices has long been recognized. One of the more effective means of approaching this goal has been the creation of the advisory committee in which many, or all, of these "publics" are included. Accordingly, a question on this subject was included in the study. The response indicates that 71% of the offices, regardless of size of student body, do not have such a committee.

Here again a Professional Standards objective deserves quotation: "Career counseling and placement should have the organizational capacity to share knowledge of labor market trends and employment requirements with the faculty to assist in curricular development and student advising." A well recognized approach to faculty, student, and administrative understanding and support has been through the route of the advisory committee. That some recognition of this possibility is abroad, albeit slight, may be assumed from the fact that, in the 1967 study, only 16% of the offices had such a committee while, today, some 29% do.

FACILITIES

AVAILABILITY OF OFFICE SPACE FOR VARIOUS SERVICES

Although the physical facilities available to a career planning and placement director may appear to be a mechanistic yardstick, it has long been recognized that space has an important relationship to efficient operation.

Immediately following World War II and Sputnik, the surge of demand for college graduates caught many colleges and universities unprepared to conduct the growing placement activities in other than makeshift quarters. Quonset huts and rooms "behind the furnace" were often assigned to recruiters, and the competition with other staff departments for office space was intense.

That the long struggle for adequacy in this respect has generally been ended is reflected by the answer of 54% of the current respondents that their assigned space is moderately appropriate and satisfactory. An additional 20% boasted of very satisfactory space, while just over 25% classed themselves as "dissatisfied." As perhaps might be expected, institutions with undergraduate enrollments under 1,000 more frequently reported being "dissatisfied" than "very satisfied."

Again, some progress might be indicated by the response to the question concerning the degree to which the career planning and placement office is located in a central campus location. As with the physical space assigned, the central location of the office can well serve as a measure of the interest of the administration in the conduct of the career counseling and placement function. Over 78% of the respondents classed themselves as centrally located with relatively little variation by size of institution (in spite of the fact that, on campuses with enrollments of less than 500 students, most locations might be assumed to be "central"). A further refinement of the same question asked whether the office location is accessible to student traffic. Some 49% of the respondents said "accessible" while 43% said "very accessible" and only about 8% used the term "inaccessible."

As the allocation of space was assessed to a greater degree, interesting disparities became more evident. In colleges and universities with undergraduate enrollments up to 2,500, most placement offices have under 1,000 square feet of office space. For student bodies of 2,500 to 10,000 a majority has 1,000 to 5,000 square feet. As might be expected, space allocations for larger institutions increase, with half of those with 10-20,000 enrollment having 2,500 to 7,000 square feet. However, among those institutions with over 20,000 enrollment, the amount of space shows little pattern, probably because of the small number in that category.

Table D

TOTAL PLACEMENT OFFICE SPACE
By Full-time Undergraduate Enrollment (in percentages)

	Total Square Feet						
Enrollment	Under 1,000	1,001-2,500	2,501-5,000	5,001-7,000	7,001-10,000	10,001-20,000	Over 20,000
Total	48	29	13	5	2	2	1
Under 500	89	12					
501-750	79	17	4				
751-1,000	79	19	2				
1,001-2,500	54	33	7	3	1	1	
2,501-5,000	34	40	15	4	4	2	1
5,001-10,000	17	38	30	11	3	2	
10,001-20,000	10	18	33	22	10	7	1
Over 20,000	13	31	6	19	6	19	6

The allocation of the foregoing space to the various career planning and placement services offers an additional yardstick. Approximately one-third of institutions up to 20,000 enrollment devote between 11% and 25% of space to combined reception and clerical functions. One-fourth of respondents allocate 26% to 40% of their office space for this purpose.

With reference to staff offices, some 40% of the respondents devote 11%-25% of their space to this use. Greater numbers of respondents report this same 11-25% of utilization as the size of the student body increases from under 500 (28%) to 20,000 and above (64%). Interview rooms are concentrated in the 11% to 40% range of useable space with little or no variation in terms of size of student body.

Space for career libraries tends to group in 6% to 25% of the office space, with only the smaller institutions listing lesser percentages. Some 13% of those with enrollments under 750 reported no career libraries at all. The heaviest concentration was in the 11% to 25% bracket for all colleges and universities, emphasizing the generally recognized necessity of providing for library service.

Finally, in the allocation of space for staff purposes, provision of a separate office for the career planning and placement chief executive was questioned. The response was heavily "yes," with private offices the rule in institutions of 2,500 enrollment and above. As the size of the college decreased, however, so did the privacy factor. No separate office for the director was reported by 32% of the offices with 750 to 1,000 students, 35% of those with 500 to 750, and 48% below 500 undergraduates.

Traditionally, one of the problems for the career planning and placement office has been provision of interviewing rooms for visiting recruiters. Numerous papers have been written on the psychological value of having these rooms adequate in size, comfortable for interviewer and interviewee, and reasonably soundproof. The perennial problem, however, is the fluctuation in use. As a result, there may be a need for a score of rooms at one season and none at another. To assess the current adequacy of interview rooms, career planning and placement directors were questioned concerning their availability, and over 92% responded that provisions were adequate. Pockets of need appeared at institutions with less than 500 undergraduates where 26% had no such interview rooms and at colleges from 500 to 750 students where 16% also had no space provided for this purpose.

Since a positive answer told little about the number of interview rooms available, a question was posed specifically on numbers with some curious results. Career planning and placement offices with one interviewing room were concentrated in institutions with less than 750 undergraduates. Two interview rooms were prevalent in colleges with 750 to 2,500 students, three rooms for those in the 2,500 to 5,000 bracket. The averages then jumped to more than eight rooms each for colleges above 10,000. A presumption here might be that in the middle range, the rooms are on a "convertible" basis and/or shared with other departments.

Since some interview rooms have been known to be made available at random locations throughout the campus, their location in the career planning and placement office itself was questioned. More than 73% answered "yes" and an additional 9% reported "some." As might be anticipated, the smaller colleges (under 1,000 students) were the least likely to have convenient interviewing rooms.

STAFF

SIZE AND ASSIGNMENT OF THE OFFICE STAFF

Probably no better barometer of the administrative "climate" exists than the willingness of the college or university to provide its career planning and placement operation with an adequate staff of professionals. While the term "adequate" must be, admittedly, a matter of interpretation, national averages of the numbers and dispersion of these people can be an index to those establishing career planning and placement offices.

Even in the smaller institutions (up to 750 enrollment) at least one full-time professional was reported by over 60% of the respondents. As shown in Table E, the percentages of professionals increased with the size of the undergraduate enrollments. In institutions of 750 to 5,000 enrollments, 30-40% had one full-time professional staff member and another 30-40% had two. Among institutions with enrollments from 5,000 to 10,000, substantial percentages reported having one to four professionals, while in institutions with larger enrollments, the percentages were more evenly distributed, with the larger clusterings found in the categories of two to five professionals.

Table E

NUMBERS OF PROFESSIONAL PLACEMENT STAFF
By Full-time Undergraduate Erollment (in percentages)

	Number of Professionals									
Enrollment	1	2	3	4	5	6	7	8	9	10+
Total	36	27	13	10	6	3	2	1	1	1
Under 500	63	21	5	11						
500-750	68	20	8	4						
751-1,000	44	32	16		8					
1,001-2,500	48	30	7	10	2	3				
2,501-5,000	31	40	13	10	5					2
5,001-10,000	31	19	18	16	8	3	2		2	2
10,001-20,000	11	24	19	11	13	8	8	3		
Over 20,000		6	19	13	19	6	6	6	6	6

Among all respondents, over three quarters reported no associate director, two thirds no assistant director or career counselor, and 86% no graduate assistant. However, all but 17% had secretarial or clerical help. Of those who did have such help, approximately 50% reported that only one person was involved.

Table F

PLACEMENT OFFICE STAFF BY TITLE
All Respondents (in percentages)

	Number of Individuals						
Title	0	1	2	3	4	5	6+
Associate Director	78	20	2				
Assistant Director	66	27	5	2			
Career Counselor	66	20	6	4	1	1	
Graduate Assistant	86	10	3				
Secretary/Clerical	17	48	17	8	3	2	6

When size of institution was introduced as a factor, relatively few of the placement offices at smaller institutions were able to afford the luxury of an associate director. These began to appear more significantly at the 5-10,000 undergraduate level (30%). Among the very few large institutions as many as two could be found. Assistant directors were found in essentially the same pattern. In four universities in the 20-30,000 size as many as three assistants were reported.

Career counselors were found in a similar distribution, with 23% showing one counselor at the 5-10,000 enrollment level, two at the 10-20,000, and as many as three at 20-30,000.

When queried concerning the amount of turnover in professional staff members in the last five years (and remembering that the years 1970 to 1975 included the period of a strong economic recession), respondents broke almost evenly in terms of "change" vs. "no change." An encouraging note was the interpretation of such change as resulting from increased staffing (337 offices being up and 71 down in size). Another positive note was that 55% of the directors felt turnover in their offices was "below average" while another 37% said "average." Of the relatively few (8%) offices which considered their turnover "above average," the principal reason (56%) was a low salary range.

The size and extent of the secretarial staff of a career planning and placement office is of more than casual interest. In many, if not most, colleges and universities, restrictive personnel policies make it difficult to hire and retain as many specialists as would normally be suggested by the importance of the job to be done. It is further complicated by the ebb and flow of seasonal employer activity. As a consequence, secretaries, stenographers, and other staff members generally classified as "clerical" often provide a level of service in career planning and placement considerably above that commonly expected under those occupational titles.

The "secretarial" role is frequently implemented by the utilization of part-time personnel, especially during peak-load demands. Here the greater campus community provides advantages in that students and faculty wives offer a degree of competence that would not be otherwise available.

Indeed, the statistics from the current study indicate that, in a majority of colleges smaller than 750 undergraduates, no full-time clerical help is available. From enrollments of 750 to 5,000 one full-time secretary is the average and from 5,000 to 30,000 the numbers increase to five, with three of the larger institutions reporting as many as seven full-time people. The assumption might be that the common campus practice of pooling clerical help or the use of student part-time assistance fills the needs for those career planning and placement offices which report no full-time clerical personnel.

This is further borne out by a question relating to the use of part-time clerical help. Nearly 50% of respondents in the smaller institutions (to 1,000 undergraduates) had one part-time person in this role. About 33% of the larger colleges and universities had at least one part-time secretary, with two, three, or even four appearing as enrollment brackets increased to the 30,000 mark.

EDUCATIONAL QUALIFICATIONS OF THE PROFESSIONAL STAFF MEMBERS

As the field of career planning and placement moves toward increasing professional acceptance, one of the basic criteria will be the educational attainment of the director and his or her associates. As noted earlier, rapid establishment of professional standards by the College Placement Council in the mid-Seventies has been paced by its Professional Standards Committee. In 1976, the Committee's published qualifications suggested that education should include a master's degree and that appropriate degrees should include (but should not be limited to) counseling, psychology, guidance/counseling, personnel techniques, industrial relations, student personnel administration, and behavioral management science. The assessment of these qualifications in the current study should be of especial interest.

It may be generalized that the statistics are encouraging as they relate to professional standards of practitioners. Better than a quarter of career planning and placement directors from institutions with under 500 to 10,000 undergraduates have Master's degrees. Those at colleges and universities with 10,000 or more students were found, largely, to have the Master's degree-plus or the Ph.D.

One interesting variation showed that 20% of directors in the smallest institutions (to 500) have the Ph.D. degree. It might be speculated, in view of the likelihood of teaching duties as a requirement in the smaller institutions, that the Ph.D. is more a byproduct of faculty responsibilites at this level than a qualification for career planning and placement duties.

Again some encouragement to those working for professional development may be taken from the academic areas in which directors studied for their degrees. Almost equally, these were commonly gained in either "education" or in "counseling" (25% of each in institutions of all sizes).

Other characteristics which surfaced with respect to career planning and placement directors related to the ratio of men to women in this position and the number of years of their service. The data disclosed that the ratio of women in the position of "director" had increased between 1967 and 1975--from 21% to 29%. However, the largest proportions of women directors were found in the smaller institutions with the percentage of men in this position increasing with the size of the institution. (See Table G on the next page.)

In terms of service, placement directors reported having been associated with their present career planning and placement office relatively short periods of time. Twenty percent indicated they had been employed in this office for one year or less, while an additional 40% had been so associated only two to five years. In all, over 80% of placement directors had been with the current placement office ten years or less.

Even when questioned as to the length of time employed in any placement-related job, the replies indicated a lack of long-term involvement. Only about one-quarter of the respondents had been in placement work for over ten years.

OTHER COMMITMENTS OF THE CAREER PLANNING AND PLACEMENT DIRECTOR

Another dimension of the work of career planning and placement directors is the degree to which they are engaged in other activities which may or may not be directly related to the job. A question on this subject revealed that in the smallest institutions some 60% also were engaged in teaching. As the size of enrollment increased, the percentage dropped to 35% (500-750) and then became 25% to 35% from 750 up to enrollments of 30,000.

Table G

SEX OF DIRECTOR
By Full-time Undergraduate Enrollment (in percentages)

Enrollment	*Male*	*Female*
Total	71	29
Under 500	60	40
500-750	54	46
751-1,000	56	44
1,001-2,500	70	30
2,501-5,000	81	19
5,001-10,000	85	15
10,001-20,000	90	10
Over 20,000	94	6

The question on the amount of time the placement director spends on alumni relations was intended to relate to other than alumni placement (i.e. serving as alumni secretary), but an almost universal indication of participation around the 25% level in all institutions must cast doubt on the interpretation of this question by respondents. Financial aid was a responsibility in relatively few institutions (17%-19%) and these were colleges under 1,000 in enrollment. Similar patterns were found with respect to admissions work.

As might be anticipated, when the question related to personal counseling, a relatively high percentage of participation was reported. At colleges with enrollments up to 2,500, about 50% of the directors were involved in personal counseling, with participation dropping to 40%-53% as enrollment increased to 30,000.

Double duty as registrars was too little to be notable, but participation in student activity administration ranged from 47% down to an average of about 30% as enrollment increased. Here again, allowance should be made for the possibility that many placement directors may have construed their own office outreach programs as "student activities."

When the foregoing activities were specifically classified as "non-career planning and placement activities" and directors were asked to estimate the total percentage of a year's time required to acquit them, further evidence emerged that it is in the small institution that the director is a person of "many hats." In colleges with enrollments under 750, placement executives tended to devote from 50% to more than 60% of their time to these activities. At the 750 point in enrollment, the percentages tended to drop to the 10% and 20% brackets of participation.

FACULTY STATUS AS RELATED TO THE CAREER PLANNING AND PLACEMENT STAFF

Analysis of the response to earlier questions suggests that faculty status would, if granted, normally be found at the director's level, and such is the case with 38% of the directors and a negligible number of their professional colleagues. It has been noted earlier that the smaller the institution, the more likely the career planning and placement director to be engaged in teaching. It may be presumed that, for the same reasons, directors in the smallest institutions (51%) would have faculty status but, in colleges and universities of all sizes, the incidence ran only as high as 43% but no lower than 33%. Overall, faculty status of 38% shows a notable drop from the 54% which reported this rank in the Council's 1967 study. A number of factors unrelated to the stature of the position could be influencing this change. Among these may be the possibility that placement directors are devoting proportionately less time (or none) to teaching. Another may be the influence of unionization. For the moment, these observations must remain speculative.

FINANCES

ASPECTS OF THE CAREER PLANNING AND PLACEMENT BUDGET

As the study turns to dollar values and especially where comparisons are drawn with the 1967 statistics, an obvious caveat is to allow for the notable inflation which has influenced these figures, and continues to do so. Honest differences of

Table H

PLACEMENT OFFICE BUDGET--INCLUDING SALARIES--BY FULL-TIME UNDERGRADUATE ENROLLMENT (in percentages)

	Budget Range (in thousands)									
Enrollment	Under $10	$10-$20	$20-$40	$40-$60	$60-$100	$100-$150	$150-$200	$200-$250	$250-$500	Over $500
Total	14	23	32	11	12	4	2	2	1	
Under 500	52	36	11							
500-750	36	43	20		1					
751-1,000	23	42	30	1	5					
1,001-2,500	11	29	46	9	4	1				
2,501-5,000	5	11	41	25	13	4	1		1	
5,001-10,000	1	4	28	21	33	8	1	4		
10,001-20,000		3	12	12	31	21	8	8	4	1
Over 20,000			6	6	35	6	18	24	6	

opinion exist as to appropriate yardsticks to apply in such instances but, for broad-gauge purposes such as these, it may be sufficient to point out that the Consumer Price Index has increased by 70% from the 1967 date of the previous CPC study to March 1975 when these more current averages were obtained. For those using such statistics to support requests for salary increases, it should be noted that, by the time this report appears, another 5% should be conservatively added to approximate 1976-77 levels.

As may have become apparent from statistics cited thus far, relatively few areas of investigation have shown a marked tendency to increase in direct proportion to the size of student body. In the instance of budgets, however, this relationship does occur. In institutions with undergraduate enrollments up to 750, budgets, including salaries, are grouped in the up to $20,000 range. At this level, primary concentrations are under $10,000 (52%) for colleges of less than 500 students and between $10,000 and $20,000 (43%) for those with 500 to 750 students.

Similarly, in the 750-2,500 enrollment brackets, budgets range from $10,000 to $40,000 and, where there are from 2,500 to 10,000 undergraduates, the budget tends to range from $20,000 to $60,000 with some of these institutions going as high as $60,000 to $100,000. Reporting was relatively sparse in numbers as enrollment brackets rose to 30,000. However, 23 institutions (31%) in the 10-20,000 student frame reported budgets of $60-100,000 and another 16 (21%) of the same group put their budget between $100,000 and $150,000.

When asked to provide budgets excluding salaries, the offices reported in essentially the same pattern as the foregoing.

Table I

PLACEMENT OFFICE BUDGET--EXCLUDING SALARIES
By Full-time Undergraduate Enrollment (in percentages)

	Budget Range (in thousands)									
Enrollment	Under $1	$1-$2	$2-$4	$4-$6	$6-$10	$10-$15	$15-$20	$20-$25	$25-$50	Over $50
Total	18	16	18	15	16	7	3	2	4	1
Under 500	71	18	2	2	4	2				
500-750	43	25	15	8	8		1		1	
751-1,000	28	29	20	12	7	3	1			
1,001-2,500	13	21	23	20	17	4	1	1	1	
2,501-5,000	9	9	24	19	22	7	5	2	2	2
5,001-10,000	5	6	18	20	21	14	9	3	2	4
10,001-20,000	1	1	5	7	21	26	7	8	20	4
Over 20,000			6	6	24	6	12	6	41	

A suggestion of the dollar gains in office budgets, including salaries, since the 1967 CPC survey can be indicated by the median for institutions of various sizes. To effect a comparison with the 1967 survey which was calculated only in terms of numbers of bachelor degrees awarded annually, it was necessary to convert the 1975 data to this basis and determine the median.

Table J

PLACEMENT OFFICE BUDGET: 1967-1975 SURVEY COMPARISON
By Number of Bachelor Degrees Awarded

	Median		
Number of Degrees	1967	1975	% Increase
100-200	$ 6,190	$14,769	138%
200-500	15,588	22,757	46
500-1,000	27,044	40,000	48
1,000-3,000	45,000	65,600	46

The results showed a dramatic gain for institutions which granted 100-200 degrees per year--a 138% increase from a median of $6,190 in 1967 to $14,769 in 1975. Larger institutions were remarkably uniform in their budgetary increases for the placement office.

In assessing these gains, it may be helpful to reference the Higher Education Price Index, a broad-brush indicator of costs, which rose 52.8% from 1967 to 1975. Thus, it would appear that career planning and placement offices in the smallest institutions registered the greatest gains but quite likely most desperately needed this support. The remainder would appear to have fallen just short of holding their own in an era of rampant inflation.

A key item in any budget, of course, is the salary of the director. Here the concentrations in the smallest institutions were in the $7-10,000 range (33%), jumping to the $10-15,000 range for directors in institutions with up to 2,500 students. From the 2,500 to 20,000 mark, salaries tended to group rather evenly in the $12-25,000 levels, while the majority of universities over 20,000 students paid their directors from $17-30,000. (See Table K on the next page.)

In summary, it may be helpful to generalize that the median range of directors' salaries in 1967 was from $6,500 to $11,500. In 1975 it was $10,000 to $17,000.

THE MATTER OF FEES FOR CAREER PLANNING AND PLACEMENT SERVICES

A perennial debate concerning the advisability of fees for various career planning and placement services has been sharpened in recent years by the stringencies of college budgets. The traditional position has been that, to the extent possible, such services should be provided without cost, the obvious advantage being that employers are more likely to visit the office in their search for candidates while students are less likely to be deterred in registering for assistance.

Table K

SALARY OF PLACEMENT DIRECTOR
By Full-time Undergraduate Enrollment (in percentages)

	Salary Range (in thousands)									
Enrollment	Under $5	$5-$7	$7-$10	$10-$12	$12-$15	$15-$17	$17-$20	$20-$25	$25-$30	Over $30
Total	4	3	11	17	22	16	13	12	3	
Under 500	19	9	33	14	14		7	5		
500-750	10	9	17	31	22	8	1	2		
751-1,000	5	6	18	31	21	9	5	5		1
1,001-2,500	2	3	13	22	30	16	9	5		
2,501-5,000	1		3	10	23	23	19	16	5	
5,001-10,000			1	7	19	20	22	21	8	
10,001-20,000				4	9	21	21	35	9	
Over 20,000					6	6	25	38	25	

To determine whether any substantive departure had occurred in recent years, respondents reported on their current policy. A study of these answers prompts the generalization that such fees are still few and far between. Those fees which are assessed include resume service, 15%; personal testing, 4%; vocational testing, 7%; employer referrals, 5%; and career counseling, 3%. The greater incidence of resume fees may well reflect the policy of some offices to provide a resume duplicating service for students as a convenience and at a nominal charge. This quid pro quo is really not the type of service "fee" which was intended by the question.

SERVICES

THE INCIDENCE OF SERVICES OFFERED BY THE CAREER PLANNING AND PLACEMENT OFFICE

The current survey sought to determine from a wide variety of possible services to students and alumni those most common to career planning and placement offices, recognizing that the permutations and combinations would make this a difficult assignment. If successful, however, the answers to these questions would enable the Council's Professional Standards Committee to obtain important perspective on goals. In its "Professional Standards for Career Counseling and Placement," the Committee made these generalizations:

- It is imperative that career counseling and placement be combined as an integrated function.

- Responsibility for part-time and summer placement and for experiential education should be included within the career counseling and placement framework.

- Recognizing that an increasing number of mature women graduates return to the labor market and that many experienced alumni seek mid-career changes, career counseling and placement services should be provided to these individuals.

In light of the foregoing aspirations, the following responses, by category, will suggest the extent to which career planning and placement offices are moving in these directions. The percentages are of those offering these services:

Campus interviews	96%
Full-time job placement	93
Career counseling	89
Alumni placement	87
Resume service	84
Part-time and summer job placement	81
Credential service	79
Career planning or employment readiness courses	37
Vocational testing	31
Academic counseling	30
Cooperative or experiential programs	26
Dropout prevention and counseling	22
Personality testing	16
Financial aid administration	8

In view of the high percentages of participation in seven of the foregoing services, it may be assumed that, in most instances, these services are fairly evenly offered by institutions of all sizes. Among those services offered less consistently, some differences are worthy of note.

Although academic counseling is offered by 30% of the offices, 49% of the very small colleges (under 500) provide it. Vocational testing is almost twice as prevalent in the smaller colleges (to 2,500) than in the larger. Financial aid administration is concentrated in colleges up to 1,000 in size, while dropout counseling is concentrated in institutions up to 2,500. The incidence of alumni placement increases with size of institution (from 66% to 100%) while the reverse occurs with personality testing (28% in the small colleges and some 7% in institutions above 10,000). More than 90% of colleges larger than 500 students make interview facilities available to employers. Below the 500 level, only 77% of the placement offices are able to do so. Here the presumption might be that these small colleges are not sufficiently attractive to employers to justify the provision of this service in light of the limited number of candidates and the usual liberal arts concentration.

Several succeeding questions in the study probed into areas of operation which can be briefed in the following findings:

- In view of the interest in the Family Educational Rights and Privacy Act (Buckley Amendment), it may come as a surprise to note that 88% of the respondents keep credential files on individual students. Of these, 80% include faculty evaluations, 64% previous employer evaluations, 58% extracurricular activities, and 40% cumulative grade point averages.

- Computerized data files are not as common as might be anticipated with 58% of the offices not utilizing them, 33% employing them for mailing purposes, and 11% finding them valuable for student records. Fifty placement offices have purchased the GRAD II System software for computerized matching of student qualifications with employer job offerings.

- Career planning and/or employment readiness courses were not offered by 63% of the respondents. Of the remaining 37%, the majority (23%) did have courses but gave no credit, 8% gave one hour of credit, 3% two hours, and 2% three hours. Such courses were, by and large (65%), open to all students, as well as to alumni and faculty.

- Although 92% of the respondents reported that they maintained some type of career information resource centers, almost all (98%) of these were in the placement office itself. Of the relatively few outreach facilities, only the university library (23%) and the student center (11%) were notable.

- Materials made available in the career information resource centers were standard and commonly utilized. Employer brochures (99%), general career literature (98%), full-time position listings (94%), and placement office announcements (93%) led the list. Graduate school information (80%) and test information (71%) were others prominently mentioned.

- The growing, national interest in cooperative education was reflected by the 44% of the responding placement offices reporting such experiential options being offered on their campus. Of those with cooperative programs, however, only 17% were administered by the placement office. In 27% of the instances, there was a cooperative education office and in 25%, the faculty and/or administrative divisions were responsible. When asked what percentage of bachelor's-degree recipients participated in the co-op program, almost 60% of the respondents indicated that from 1% to 5% of their students were in such work. Another 30% had from 6% to 25% of their baccalaureate enrollment in such programs.

TIME DEVOTED TO THE VARIOUS CAREER PLANNING AND PLACEMENT FUNCTIONS

While it is important to determine what services are offered, these data may not be meaningful unless the extent of office time devoted to them is established. Following are the major percentages of time devoted to five basic areas of service:

Career counseling	1-45%
Senior job placement	16-60%
Advanced-degree job placement	1-15%
Part-time or summer employment	1-15%
Co-op or experiential program placement	less than 1%

The foregoing data offer only a broad-brush analysis but do give some impression of emphasis in terms of time commitment. Career counseling figures tended to group around the 16-30% bracket although only slightly fewer offices in institutions of all sizes devoted either 1-15% or 31-45% of their time to this responsibility. Time given to senior placement was essentially a bracket higher, with the largest concentration of respondents (29%) being in the 31-45% time frame and slightly over 20% in both the 16-30% and 46-60% time frames.

Over 50% of all those offering graduate student placement said that they spent only 15% of their time at most on it. This proportion pertained for institutions of all sizes. Part-time and summer placement activity was similarly distributed at percentages up to 15.

INCIDENCE OF FOLLOW-UP AND LONGITUDINAL STUDIES OF STUDENTS AND ALUMNI

As discussions of the relevance of higher education to the world of work have proliferated and increasing national distress has been expressed concerning the unemployment and underemployment of college graduates, supporting data on these matters has been sought increasingly. The CPC study found that 55% of all respondents (the figures at all enrollment levels being reasonably approximate) did conduct follow-up or longitudinal studies on their former students. Of those who did collect this information, 98% obtained data on the graduate's employment status. Over 60% inquired about the graduate's continuing education, and 20% sought to obtain a correlation of college performance and job success.

MINORITY REPRESENTATION ON REPORTING CAMPUSES

Because of the current interest of employers in the availability of minority and women students on college campuses, career planning and placement offices were queried concerning the sizes of these enrollments and the ability of the placement office to report statistics on minorities and women by academic major. Remarkably consistent percentages in all sizes of colleges and universities reported the concentration of minority students to be in the range between 1 and 10% and women between 40 and 50%. These figures agree closely with the national distribution of minority representation in higher education, which is just over 10%. For women it is 41%.

CAPABILITY FOR IDENTIFYING WOMEN AND MINORITY STUDENTS

Under the impetus of affirmative action programs, employers in business and industry have been especially interested in determining where they can locate women and minority students according to their academic major. The intent, of course, is for employers seeking to acquit their affirmative action obligations or court orders to concentrate their searches where the likely prospects are most numerous. Hence, the ability of placement offices to provide this information was asked.

Unfortunately, Federal laws and guidelines are at best confusing with respect to such information, and colleges and universities have come to a number of different conclusions as to release of the information, or, indeed, as to whether it even should be compiled. Overall, some 63% of the placement offices indicated that their institutions didn't compile such statistics. Of the 37% who did have access to these statistics, 69% make a policy of releasing them. About one-third of those with undergraduate enrollments from 500 to 10,000 indicated that they had the capability to furnish information on minority and women students. Above the 10,000 level, however, the percentage of those willing to provide the figures increased from 42% to 66%--suggesting that the major institutions are either more able to get the information (greater availability of computer records?) or less hesitant to release it.

At the time this report is being edited, it may be added that the Office of Education is taking steps to collect and make available data on enrollments of and degrees conferred upon minorities by discipline and by institution. These data have been available for some time with respect to women.

An interesting corollary in a related question suggests that, of the colleges and universities which did have the minority and women's data, some 70% had no concern about making them available to employers seeking to fulfill affirmative action goals. Since, at this time, answers to the question could be expected from only about one-third of the offices, the capability of placement people to provide such statistics on a national basis would appear slim. Recognizing that other sources are more likely to be productive, the Council is continuing to investigate this possibility as well as to seek clarification of Federal strictures on their compilation and release.

RECRUITING ACTIVITY ON CAMPUS

Since the number of interviews arranged for students and/or alumni is generally conceded to be an index of the activity of the placement function in an academic

Table L

NUMBER OF RECRUITING INTERVIEWS ARRANGED IN 1974
By Full-time Undergraduate Enrollment (in percentages)

	Number of Interviews								
Enrollment	0	1-25	26-75	76-100	101-300	301-500	501-1,000	1,000-5,000	Over 5,000
Total	2	9	11	7	17	11	12	23	8
Under 500	14	31	24	10	14		7		
500-750	4	31	21	18	18	7		1	
751-1,000	2	15	27	12	21	9	8	5	
1,001-2,500	3	8	9	7	28	15	14	15	2
2,501-5,000	1	1	6	4	12	17	20	32	8
5,001-10,000		2	3	5	7	8	18	48	10
10,001-20,000			4		1	4	4	51	36
Over 20,000					6		17	28	50

year, respondents were asked to provide the total of such interviews. Of all of the offices responding, the largest group (23%) reported 1,000 to 5,000 interviews in the recruiting year.

As might be expected, the number of interviews rose proportionately with the size of the institution. Of those with under 500 students, 14% reported no interviews while 55% ranged from 1 to 75. In institutions between 500 and 1,000 students, the number of interviews were fairly well distributed from 1 to 300. The majority of the medium-sized colleges reported from 100 to as high as the 1,000-5,000 interview category. At the largest institutions--over 10,000 students, more than 75% reported 1,000 to over 5,000 interviews.

The types and numbers of jobs listed with the surveyed placement offices were also of interest. Table M describes, for all respondents, the numbers of job listings in each major employer area. Business and industry, educational institutions, and government were fairly equally represented in the listing of jobs. The median number of jobs listed was in the 101-500 category for business and industry, as well as for educational institutions. For governmental listings the median was 51-100.

Table M

NUMBER OF JOB OPPORTUNITIES LISTED IN 1973-74 BY EMPLOYER CATEGORY
All Respondents (in percentages)

	Number of Jobs						
Type of Employer	0	1-25	26-50	51-100	101-500	501-1,000	Over 1,000
Business & Industry	1	16	15	14	28	12	14
Educational Institutions	4	18	12	15	24	9	19
Government	1	28	18	20	20	8	4

When the number of business and industry job listings were analyzed by size of school, a strong positive relationship was found. Over 50% of the smaller institutions (enrollments to 1,000) reported numbers of job listings in the 1-50 range. Likewise, 50% or more of the medium-sized institutions (1,000-10,000 enrollments) were found to have had between 51 and 500 job listings; while the majority of the larger institutions (over 10,000 enrollments) indicated their job listings numbered in the 501-1,000 range, or above. (See Table N on the next page.)

A corollary to the success of colleges and universities in attracting employers (and hence, hopefully, jobs) to the campus is the methodology used to encourage their coming in the first place. Among those most commonly employed were letters of invitation (81%), college catalogs (38%), newsletters (18%), lists of graduates (17%), and resume books (14%). Eleven percent reported that methods of soliciting recruiting organizations was "not applicable." This raises the interesting question as to whether such solicitation is considered inappropriate in some quarters.

Table N

NUMBER OF JOB OPPORTUNITIES LISTED IN 1973-74 BY BUSINESS AND INDUSTRY
By Full-time Undergraduate Enrollment (in percentages)

	Number of Jobs						
Full-time Undergraduate Enrollment	0	1-25	26-50	51-100	101-500	501-1,000	Over 1,000
Under 500	3	31	33	17	8	3	6
500-750	4	46	25	10	13		2
751-1,000	3	26	29	17	17	4	3
1,001-2,500	1	16	16	20	33	8	6
2,501-5,000		5	8	17	42	16	13
5,001-10,000		3	6	10	38	19	24
10,001-20,000		3	3	2	18	24	51
Over 20,000		6		6	18	29	41

EMPLOYER COOPERATION

Since much of the ability of the career planning and placement office to plot the success of its students in attaining employment depends upon the employer's reporting of salary offers to that office, respondents assessed their success in obtaining this cooperation. The preponderance of directors (59%) reported that less than 25% of the employers provided it. Only 66 institutions reported a level of 75% cooperation and above--8% of the total. Nor were the results more positive when respondents reported on feedback from recruiting organizations on the effectiveness and/or adequacy of curricula. Only 36% of the placement offices could report affirmatively on employer critique of their efforts, although 51% said they received "some" assistance in this respect.

By and large, however, employers won a vote of confidence as placement directors answered a last question as to whether they felt employers were generally cooperative in their relations with the placement office. Only 8% found fewer than 25% of the employers to be helpful. Ten percent rated between 25-50% as cooperative; 21% found that from 51-75% could be given this rating, and a heavy 61% were willing to call 75% of the employers worthy of the "cooperative" title. To the extent that the foregoing statistics may appear contradictory, they probably reflect the placement director's general appreciation for the day-to-day understanding and assistance of the employer while wishing that the same cooperation could be exerted to a greater extent in such areas as feedback, critique, and constructive interest in the career planning and placement function.

COLLEGE PLACEMENT SERVICES, INC.

SAMPLE JOB DESCRIPTION

DIRECTOR OF CAREER COUNSELING AND PLACEMENT

Career counseling and placement directors provide a variety of services that are part of the educational role of a college or university. The scope of services rendered varies with the size and type of institution as well as with the size of the career counseling and placement staff.

The career counseling and placement director usually reports to the top officer in the Student Affairs Division of a college or university; this may be the Dean of Students, Vice President for Student Services, etc. However, a number of other reporting relationships are successful, these include reporting to: the chief academic officer, the development officer, the director of public relations, and the president of the college. Recently, there has been a tendency to view the career counseling aspects of the placement function as a vital part of the educational and developmental process of students and, thereby, to assign the function to the academic division of an institution.

The career counseling and placement director maintains coordinating and cooperative relationships with several other units on campus: counseling services, cooperative education, financial aid, development, alumni affairs, public relations. At some institutions the placement function is combined with or responsible for these other functions; this is particularly true with: cooperative education, counseling services, and financial aid.

The following is an outline of typical responsibilities for a director of career counseling and placement:

1. Provide career counseling and guidance for all students. Create vehicles to supplement individual counseling and get services to students, such as: freshman orientation classes, career day programs, group counseling sessions.

2. Advise graduating students at all degree levels regarding career opportunities in their desired field of employment and refer them to appropriate employers.

3. Develop and maintain files of placement credentials on students and alumni. Establish records of student and alumni referrals and outcomes of referrals.

4. Advise students and refer them to part-time and summer positions that will help them to meet an economic need and/or assist them in career exploration.

5. Serve as liaison for the college or university with employers and graduate schools that are recruiting graduates of the institution and maintain up-to-date records of opportunities available from these sources.

6. Arrange for employer or graduate school representatives to visit the campus, discuss their personnel needs, and interview qualified applicants. Maintain records of these interviews and their outcome.

7. Provide information about students to employer representatives and assist them in appraising the qualifications of students.

8. Make regular contacts with existing and prospective employers of the institution's students and graduates to develop additional job and career opportunities.

9. Inform college faculty about current developments in the labor market and specifically identify any changes in job requirements that might warrant adjustments in curriculum.

10. Act as an information resource to aid faculty on matters of graduate school advisement, admissions tests for graduate schools, fellowships and other aid programs for graduate students.

11. Develop a system of continuing follow-up on the career progress of recent graduates and alumni.

12. Conduct research and accumulate data on matters pertaining to the field of college placement and the vocational development of college-trained persons.

13. Keep informed about developing educational, communications and data processing technologies and seek to apply these to new or existing programs of career counseling and placement.

14. Communicate pertinent information derived from research, follow-up studies, or current labor market reports to students, faculty, staff, trustees, and the college community, using various campus media.

15. Develop and conduct programs related to career development, such as: field visits, faculty and/or student internships, cooperative education (if within the operational jurisdiction of the function).

16. Manage the total operation of the career counseling and placement office and be responsible for the preparation and administration of its budget.

17. Develop and maintain a career library that will serve as a resource for students, counselors and faculty. It should contain reference books about business, government, graduate schools, self-employment, alternative careers; and a collection of occupational and vocational information, employer-prepared materials, graduate school catalogs, as well as appropriate newspapers and periodicals.

18. Represent the college in appropriate professional organizations, and maintain a program of professional development for self and staff.

COLLEGE PLACEMENT SERVICES, INC.

SAMPLE JOB DESCRIPTION

CAREER COUNSELOR

DEFINITION

Under supervision of the Director of Career Counseling and Placement Service will develop and implement career counseling services for all students.

DUTIES

Communicate and gain confidence of students, faculty and campus staff in developing insight into career decision making.

Assess, appraise and counsel students in relation to educational and occupational goals.

Provide counseling and career information in a variety of settings: individual counseling sessions, group counseling sessions, career planning courses, and audio-visual media.

Provide current information for career development; develop training materials and displays as necessary.

Assist Career Counseling and Placement Center staff in research and statistical analysis of career information.

DESIRABLE QUALIFICATIONS

A Master's Degree in vocational counseling or a related field such as guidance, student personnel, psychology, or social welfare.

He/she should have at least one year's experience in two or more of the following: psychology of careers, assessment and appraisal, vocational testing and/or occupational research and employment trends. Some experience in college counseling and/or a background which reflects the probability of success in working with college students.

COLLEGE PLACEMENT SERVICES, INC.

SAMPLE JOB DESCRIPTION

SECRETARIAL ASSISTANT - CAREER COUNSELING AND PLACEMENT SERVICES

DEFINITION

Under general supervision, to perform specialized and difficult clerical work; and to do related work as required.

JOB CHARACTERISTICS

Duties require good clerical ability, a good working knowledge of the functions of the career counseling and placement office. Work is usually varied in nature, requires the incumbent to secure more information than is given with the assignment, and involves selection and application of standard technical or legal concepts and procedures for solution of a problem.

DUTIES

Composes correspondence and memos from brief verbal instructions or notes; on referral from supervisor or after personally screening correspondence, answers mail requiring composition of letters on established policy matters; conducts continuing correspondence independently on procedural or informational matters without review by supervisor; maintains a complex system of interrelated files and records; may modify or devise forms for reporting data and establish controls for insuring accuracy of data; may prepare attendance and payroll budget records; compile reports from a wide variety of sources, some of which are not clearly apparent, and transmit to other offices or agencies; may coordinate seminars or other events by scheduling speakers, arranging rooms, and notifying interested parties; may supervise the work of student workers assigned to office.

DESIRABLE QUALIFICATIONS

Knowledge of:

Modern office practices and procedures, including business correspondence, filing, and standard office equipment operation;
Correct English usage, vocabulary, spelling and arithmetic.

Ability to:

Perform difficult clerical work and assigned tasks involving independent judgment and requiring accuracy and speed;
Make clear and comprehensive reports and keep difficult and complex records;
Understand and follow complex oral and written directions;
Type at a rate of 45 words per minute from clear copy.

Experience:

Three years of increasingly responsible clerical experience.

Education:

Courses in office and business practices perferred.

WAIVER OF RIGHT OF ACCESS TO EDUCATION RECORDS

I hereby waive my right of access to confidential statements and recommendations which are contained in, or are a part of my education records in the possession of, or used by the Placement Office, its Director and Staff. This waiver which I understand I am not obligated to sign, can only be revoked in writing and only with respect to confidential statements and recommendations placed in my files subsequent to written revocation.

Signed ______________________

Date ______________________

CONSENT TO GRANTING ACCESS TO, OR RELEASE OF RECORDS TO, THIRD PARTIES

I hereby authorize the Placement Office, its Director and its Staff to grant access to and/or to release all materials relating to me contained in the files of said office for the purpose of furthering its efforts to assist me in securing employment, to all prospective employers except the following:

I do not wish any records released to third parties other than the following described records:

I understand that in order to revoke this authorization, I must do so in writing and that such revocation shall not apply to records to which access has been granted or which have been released to third parties prior to the date of revocation.

Signed ______________________

Date ______________________

COLLEGE PLACEMENT SERVICES, INC.

EMPLOYMENT APPLICATION FORM
QUESTIONS WHICH MAY BE CONSIDERED DISCRIMINATORY

(Reprinted from U. S. Equal Employment Opportunity Commission Guidelines for Title VII of the Civil Rights Act of 1964)

The following is a list of questions commonly found in public and private employment application forms. Each of them inquires into a factor which might be considered in a manner which might violate Title VII of the Civil Rights Acts of 1964 or another law aimed at achieving equal employment opportunities for all.

An employer should be aware that when he inquires into any of these factors he is running a risk of encouraging unlawful discrimination by his employees, and of providing evidence which may be used by complainants in proving charges of discrimination made against the employer. Even when the employer does not use the information solicited by these questions, the questions may have the unlawful effect of tending to discourage women or minorities from even applying for jobs.

It is equally important to remember, however, that this list is concerned only with the potential unlawful use of information. Quite different considerations are involved when the purpose of seeking information is to carry out an affirmative action program.

Finally, if some of the information discussed below is needed for post-employment purposes, it can be obtained after the applicant has been selected for employment.

1. AGE? DATE OF BIRTH? The Age Discrimination in Employment Act (29 U.S.C. 621-34) prohibits discrimination on the basis of age against individuals who are between the ages of 40 and 64, inclusive. A majority of states also have laws prohibiting age discrimination. Thus the answer to this question could be used unlawfully.

2. ARRESTS? Consideration of arrest records is almost certainly unlawful. An arrest is no indication whatsoever of guilt, and historically minorities have suffered proportionately more arrests than others. See Carter V. Gallagher, 451 F. 2nd 315 (8th Cir. 1971); Gregory v. Litton Systems, Inc., 316 F Supp. 401 (C.D. Cal. 1970). The U.S. Department of Labor has also recognized the potential for discrimination in the consideration of arrest records. See 60-2.24 (d) (3) of Revised Order No. 4, establishing standards and guidelines for the affirmative action programs required of government contractors.

3. AVAILABLE FOR SATURDAY AND SUNDAY WORK? This question may serve to discourage applications from persons of certain religions which prohibit their adherents from working on Saturday or

Sunday. On the other hand, it may be necessary to know whether an applicant can work on these days. Section 701 (j) of Title VII, as amended in 1972, prohibits discrimination on the basis of religion and defines religion to include "all aspects of religious observance and practice, as well as belief, unless an employer demonstrated that he is unable to reasonably accommodate to an employee's or prospective employee's religious observance or practice without undue hardship on the conduct of the employer's business." If this kind of question is asked, it would be desirable to indicate that a reasonable effort will be made to accommodate to the religious needs of employees.

4. CHILDREN UNDER 18? NUMBER OF CHILDREN? AGE OF CHILDREN? WHAT ARRANGEMENTS WILL YOU MAKE FOR CARE OF MINOR CHILDREN? The purpose of these questions is to explore what the employer believes to be a common source of absenteeism and tardiness. But why explore this area in such an indirect way, and in a way which applies only to women for all practical purposes? There are a number of common causes of absenteeism and tardiness which affect both men and women and which would be worthy of exploration if this is a matter of substantial concern to the employer. The U.S. Supreme Court has ruled that in the absence of proof of business necessity, Title VII prohibits an employer from having one hiring policy for women and another for men -- each having pre-school age children. Phillips v. Martin Marietta Corps., 400 U.S. 542 (1971). It is also important to note that any selection procedure which has an adverse effect on persons with dependent children will affect minorities and Catholics more than others, since they have, on the average, more children.

5. CITIZEN OF WHAT COUNTRY? The Commission has adopted Guidelines on Discrimination Because of National Origin which contain the following statement: "Because discrimination on the basis of citizenship has the effect of discriminating on the basis of national origin, a lawfully imigrated alien who is domiciled or residing in this country may not be discriminated against on the basis of his citizenship" except pursuant to national security requirements required by a federal statute or executive order. At least one federal court has expressly agreed with this analysis (Guzman v. Polich & Benedict Construction Co., 2 (CCH) EPD par. 10, 156 (C.D. Calif. 1970), and one has disagreed (Espinoza v. Farah Mfg. Co., (CCH) EPD par. 7835 (5th Cir. 1972). State and federal courts have recently declared invalid laws in several states which exclude non-citizens from public employment. In addition, this question asks what country the applicant is a citizen of, thus permitting discrimination on the basis of particular national origin.

6. CONVICTIONS (OTHER THAN FOR TRAFFIC VIOLATIONS)? To the extent that this question implies an absolute bar to the employment of an applicant who has a conviction record, it is probably unlawful. See Carter v. Gallagher, 451 F 2d 315 (8th Cir. 1971). This is because some minority groups in our society have conviction records substantially in excess of the average, taking into consideration

their relative numbers and the extent of their "criminal" activity. On the other hand, an employer probably has the right to exclude persons who have been convicted of certain offenses from consideration for certain kinds of jobs, at least if this is done on a carefully considered basis. To avoid frightening off qualified applicants who have irrelevant criminal records, the best practice would be to obtain conviction information through local police departments rather than from applicants. If this is not possible, the application might indicate that the existence of a criminal record does not constitute an automatic bar to employment. In addition, each person who will evaluate information concerning criminal records should be given careful instructions as to its limited usefulness.

7. CREDIT RECORD? (CHARGE ACCOUNTS? OWN YOUR OWN HOME? OWN YOUR OWN FURNITURE? OWN A CAR?) Because minority persons are far poorer on the average than whites, consideration of these factors has an adverse effect on minorities and is probably unlawful unless required by considerations of business necessity. See EEOC Decision 72-0427 (1971), CCH Employment Practices Guide par. 6312. The U.S. Department of Labor has also recognized credit records. See par. 60-2.25 (d) (3) of Revised Order No. 4, establishing standards and guidelines for affirmative action programs required of government contractors.

8. EYES? HAIR? Eye color and hair color are not related to the performance of any job and may serve to indicate an employee's race or religion.

9. FIDELITY BOND EVER REFUSED TO YOU? This question presumably represents an indirect effort to find flaws which may exist in an individual's past. The difficulty with this means, however, is that a fidelity bond may be denied for totally arbitrary and discriminatory reasons which the individual does not have an adequate opportunity to know of or challenge. Thus this method of ascertaining an individual's past history should be dropped in favor of some other method which is not so likely to be infected with bias. The Maryland Commission on Human Relations has issued an order prohibiting an employer from asking about bond refusals because of the discriminatory impact this kind of question may have. CCH Employment Practices Guide par. 5047.

10. FRIENDS OR RELATIVES WORKING FOR US? This question may reflect preference for friends or relatives of present employees. Such a preference would be unlawful if it has the effect of reducing employment opportunities for women or minorities. It would have this unlawful effect if present work force differs significantly in its proportion of women or minorities from the population of the area from which workers are recruited. This question may also reflect a rule that only one partner in a marriage can work for the employer. There is a growing recognition that such a rule hurts women far more often than men and that the rule serves no necessary business purpose.

11. GARNISHMENT RECORD? In Johnson v. Pike Corporation of America, 332F. Supp 490 (C.D. Calif. 1971), the court ruled that an employer

violated Title VII by discharging a black employee because his wages had been garnished several times. This district court based its conclusion on the reasoning of the Supreme Court's testing ruling, Griggs v. Duke Power Co., 401 U.S. 424 (1971), and on the district court's findings that minorities suffer wage garnishments substantially more often than do whites, and that wage garnishments do not affect a worker's ability to perform his work effectively.

12. HEIGHT? WEIGHT? Some employers have imposed minimum height or weight requirements for employees which are not related to the job to be performed and which have the effect of excluding above-average percentages of women and members of certain nationality groups. Unless height or weight is directly related to a job requirement these questions should not be asked.

13. LOWEST SALARY WILL ACCEPT? Women generally have been related to poorer paying jobs than men, and have been paid less than men for the same work. As a result of this discrimination, a woman might be willing to work for less pay than a man would find acceptable. It is unlawful, however, to pay a woman less than a man would be paid because of community wage patterns which are based on discrimination. See Hodgson v. City Stores, Inc., 332 F. Supp. 942 (M.D. Ala., 1971).

14. MAIDEN NAME? This not relevant to a person's ability to perform a job and could be used for a discriminatory purpose. For example, a woman's maiden name might be used as an indication of her religion or national origin. This item also constitutes an inquiry into marital status which is discussed separately.

15. MARITAL STATUS? Some employers have refused to hire a married woman for certain jobs. Most airlines, for example, refused for many years to permit a married woman to be a flight attendant, though other employees could be married. This practice was held to violate Title VII of the Civil Rights Act of 1964 in Sprogis v. United Air Lines, 444 F. 2d 1194 (7th Cir. 1971), and par. 1604.4 (a) of the Commission's Guidelines on Discrimination Because of Sex expresses the same conclusion. It would also violate Title VII for an employer to refuse to hire a married woman or pay a married woman less than a married man for the same work because woman's pay represents a second income while the man's does not. Finally, an employer could not refuse to hire a married woman for any job or for particular jobs because of the employer's beliefs concerning morality or family responsibility.

16. MR., MISS OR MRS.? This is simply another way of asking the applicant's sex and (for women only) marital status, questions discussed elsewhere. Even asking an applicant's first name normally serves no other pre-employment purpose than to indicate the applicant's sex.

17. PRIOR MARRIED NAME? This question asks, in effect, whether an individual has been divorced. By its nature, however, it asks this question only of women because only a woman changes her name in marriage. Thus, the question is discriminatory unless the employer must have the information as a means of identification for purposes of pre-employment investigation.

18. SEX? Title VII prohibits discrimination in employment on the basis of sex except in the few instances in which sex may be a "bona fide occupational qualification reasonably necessary to the normal operation" of the employer's business. There are virtually no jobs which can be performed by only one sex or the other. For this reason it would be desirable to omit any questions asking the applicant's sex from an application form which is intended for general use.

19. SPOUSE'S NAME? To the extent that this question asks for marital status, the comments on marital status apply. A spouse's name may also be used as an indication of religion or national origin.

20. SPOUSE'S WORK? To the extent that this question asks for marital status, the comments on marital status questions apply. In addition, some employers have been reluctant to hire a woman if that would make her the second breadwinner in the family, whereas there is seldom any objection to hiring a man if that would make him the second breadwinner in the family. Such a policy is unlawful under Title VII and other nondiscrimination laws.

21. WIDOWED, DIVORCED OR SEPARATED? Recent statistics show that many more black than white persons are either widowed, divorced or separated and that a much larger proportion of women than of men in the labor force is either widowed, divorced or separated. Thus this question has a potential for adversely affecting women and blacks.

PRINCIPLES and PRACTICES

of COLLEGE CAREER PLANNING, PLACEMENT, and RECRUITMENT

Prepared by
THE COLLEGE PLACEMENT COUNCIL, INC.

representing the
Eastern College Personnel Officers
Middle Atlantic Placement Association
Midwest College Placement Association
Rocky Mountain College Placement Association, Inc.
Southern College Placement Association, Inc.
Southwest Placement Association, Inc.
Western College Placement Association, Inc.

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A statement of basic agreements developed for those engaged in career planning, placement, and recruitment as a guide to ethical practice.

This document pertains particularly to the inter-relationships and activities of college career planning and placement staffs, candidates (students and graduates) and employers.

It is assumed that all those engaged in college career planning, placement, and recruitment will be aware of and comply with all government regulations applying to employment.

PRINCIPLES

It is in the best interests of candidates, colleges, and employers alike that the consideration of careers and selection of employment opportunities be based on an understanding of all the relevant facts and that these considerations be made in an atmosphere conducive to objective thought.

The recruiting of college students and graduates for employment should be carried out by the employers, candidates, and college authorities to serve best the following objectives:

1. The open and free selection of employment opportunities that will provide candidates with the optimum long-term utilization of their talents, consistent with their personal objectives.
2. The promotion of intelligent and responsible choice of careers by the candidates for their own greatest satisfaction and the most fruitful long-range investment of their talents for themselves, for their employers, and for society.
3. The development of the placement function as an integral part of the educational system so that it, as well as the total recruiting process, may be oriented toward the establishment of high standards of integrity and conduct among all parties.

GUIDELINES FOR OPERATION

EMPLOYERS

In direct on-campus recruiting activities, an employing organization is best represented by its own personnel. In all other recruiting activities, the employing organization is expected to assume responsibility for all representations made in its name and in accordance with the *Principles and Practices of College Career Planning, Placement, and Recruitment.*

The presentation of career job information should be made in a knowledgeable, ethical, and responsible fashion.

Ethical salary administration principles are expected to be followed.

Special payments, gifts, bonuses, or other inducements should not be offered.

All conditions of employment, including starting salaries, should be explained clearly to candidates prior to or at the time of the offer of employment.

Reasonable time to consider an offer should be given candidates. In no case should candidates be subjected to undue pressure to make a decision concerning employment.

An employment offer should be made in good faith with sincere intention to honor the commitment.

Preferential service should not be requested of any college placement office.

Individual salary offers made by other employers should not be solicited by an employer.

CAREER PLANNING AND PLACEMENT PERSONNEL

The candidate's freedom of choice in the selection of a career or a position should be protected from undue influence by faculty and placement staff.

Pertinent information should be made available to employers by the placement office.

Salary offers made to an individual by an employer should not be divulged to other employers.

Referral of an employed graduate must be preceded by that person's request for active status.

Preferential service should not be extended to employers.

Communication and exchange of information among employers, students, faculty members, and administrators should be fostered. However, an employer should not be required to present and defend a corporate position before college and university groups as a condition for recruiting on campus.

CANDIDATES

Both written and oral material presented by a candidate should be an honest statement of relevant data.

Reimbursement for visits at an employer's expense should be only for those expenditures pertinent to the trip. If other employers are visited on the same trip, the cost should be prorated.

The employer's deadline for acceptance of offers of employment should be met unless an extension has been obtained from the employer.

If candidates have legitimate reasons for the extended consideration of more than one offer, they should not only notify employers whose offers they are refusing, but also communicate with employers under consideration to attempt to establish mutually satisfactory decision dates. They should make their final choice at the earliest practicable date.

Acceptance of an employment offer should be made in good faith and with sincere intention to honor the commitment.

COMPLIANCE

A complaint against an employer or placement staff personnel should be made in one of the following ways:

1. Direct dialog between the placement office and the employer concerned or their superiors; or
2. A confidential report to the chairman of the ethics committee of the appropriate Regional Association for adjudication or hearing.

The Regional committee may refer the complaint to the College Placement Council's Principles and Practices Compliance Committee for further interpretation or for information on past precedents, as required. Final adjudication, however, is the responsibility of the Regional Association involved and its action should be reported to the College Placement Council.

Violations of law are expected to be processed through the appropriate legal channels.

SANCTIONS FOR VIOLATIONS

In cases referred to the Regional committee, and after due notice and opportunity to be heard in accordance with the procedures set forth in the Bylaws of the College Placement Council, any necessary reprimand may include:

1. A warning.
2. Forfeiture or denial of membership in the Regional Association.
3. Notification to the College Placement Council.

CANDIDATES

A complaint against a candidate involving a breach of ethical conduct in these matters should be made directly to the placement officer concerned. Sanctions, if required, should be as prescribed by that candidate's college or university. The placement officer should advise the employer registering the complaint of the disposition of the case.

PROCEDURES

The following are recommended operational procedures which are felt to serve the best interests of the employer, the college and the candidate — as differentiated from the principles and guidelines for operation set forth in the preceding sections.

EMPLOYERS

Desired interview dates, broad categories of employment expected to be available, college degrees, and other pertinent information should be given to the placement office well in advance. Any change in the original request should be communicated promptly.

Interview schedules must be arranged with the placement office. Every effort should be made to avoid changes that require prior notification of all for whom appointments have been made.

Employer material should be supplied in sufficient quantities and well in advance of interviewing dates.

When both the parent organization and subsidiary or affiliated organization conduct interviews at the same college, an explanation of their missions and exact affiliation should be made both to career planning and placement staff and to candidates.

Interview time schedules agreed upon should be adhered to.

The number of interviewers brought on campus by an employer should be adequate to cover the pre-arranged schedule.

If an interview is desired with a particular candidate, the employer should request the candidate to sign up on the placement office interview schedule.

Candidates' visits to employers' premises should be arranged to interfere as little as possible with class schedules. Details of such visits should be carefully explained to the candidate.

Following an interview, employers should communicate with both candidates and career planning and placement offices concerning the outcome of interviews and subsequent negotiations.

Representatives of an employer, including graduates of the college, should not make excessive demands on the time of faculty, administration, or candidates.

Employers and their recruitment representatives should be acquainted with the *Principles and Practices of College Career Planning, Placement and Recruitment.*

CAREER PLANNING AND PLACEMENT OFFICES

Competent career counseling and other assistance to aid candidates in reaching career decisions should be available.

Career literature and employment material should be made available to candidates and faculty members.

As soon as information is available, employers should be informed about graduation dates, the number of students who are candidates for degrees in the various curricula of the college, and other pertinent information.

As early as practicable, the names of employers and the dates on which they will be recruiting on campus should be announced. Announcements should be made later to incorporate subsequent changes.

The number of interviews per candidate should not be restricted.

Adequate space and facilities for quiet and private interviews should be provided.

Candidates should be urged to file resumes and/or related placement material in the career planning and placement office. Such materials shall be maintained in accordance with the rules and regulations concerning confidentiality of records and shall be released in accordance with the directions of the candidate.

Arrangements for an employer to meet with faculty and staff should be made at the employer's request.

Specific qualifications requested by the employer should be observed in the scheduling of interviews.

nformation concerning the schedule of interviews should be given the employer as soon as practicable.

Career planning and placement staff and any college personnel involved in career planning and placement of candidates should be acquainted with the *Principles and Practices of College Career Planning, Placement and Recruitment*.

CANDIDATES

In preparation for interviews with prospective employers, candidates should analyze their interests and abilities, consider their career objectives, seek information about the fields of their interest through published materials and counseling, and organize their thoughts so that they may ask and answer questions intelligently.

Before an interview, candidates should read the employer's materials and fill out such forms as may be required. The candidate should observe recommended procedures as to interviews.

Interview appointments should be arranged as early as practicable and in accordance with the career planning and placement office's procedures. Necessary cancellations should be made in keeping with that office's procedures.

An invitation to visit an employer's premises should be acknowledged promptly and should be accepted only when there is a sincere interest in a position with that employer. Arrangements should be made sufficiently in advance to permit mutual confirmation of dates.

Decisions concerning employment and terms of employment where practicable should be communicated to the career planning and placement office.

SAMPLE LETTER OF TRANSMITTAL FOR GRADUATING SENIORS FOLLOW-UP SURVEY

Dear Member of the Class of   :

Every year on behalf of _______________ College the Career Planning and Placement Bureau surveys the graduating class regarding their employment status and career plans.

All information you provide will be kept confidential, only the summary tabulation of the responses is shared with faculty and students. Because this information is most useful in the career planning of undergraduate students, we urge you to help those who are following you by submitting the completed questionnaire.

For your convenience, we have enclosed an envelope in which you can return the questionnaire to the college. Thank you for your time and attention given to this matter.

Sincerely,

SAMPLE QUESTIONNAIRE FOR
GRADUATING SENIORS FOLLOW-UP SURVEY

CONFIDENTIAL

Name____________________________Major__________________

Permanent Address____________________________________

What career do you expect to enter immediately upon graduation?________________

____

EMPLOYMENT INFORMATION

A. Have you secured a permanent position? ( ) YES ( ) NO (If NO, skip to B.)

If yes, name Employer____________________________________

Location________________Annual Salary________Starting Date________

Briefly Describe your Job__________________________________

How did the following items affect your selection of the above offer of employment? Please number in order of importance (Scale 1 to 9 e.g. 1-most important; 9-least important)

( ) Location ( ) Training Program ( ) Size of Employer ( ) Salary ( ) Type of Work
( ) Reputation of Employer ( ) Interviewer's Personality ( ) Recruitment Literature
( ) Faculty Recommendation

B. Are you currently considering any job offers? ( ) YES ( ) NO
Did you register for assistance with the Placement Bureau? ( ) YES ( ) NO
How many campus interviews did you take?________________
How many office or plant visits were you invited to make?________
How many job offers did you receive?____________________
Do you wish assistance in finding employment now? ( ) YES ( ) NO

MILITARY SERVICE INFORMATION

Will begin active duty on____________(date), with ( ) Army ( ) Navy
( ) Marine Corps ( ) Air Force ( ) Already on active duty

GRADUATE STUDY OR PROFESSIONAL SCHOOL INFORMATION

Are you going to graduate school? ( ) YES ( ) NO
Name of Institution____________________Degree Sought________________
Field of Specialization____________________________________
Have been offered and accepted a ( ) scholarship ( ) fellowship ( ) assistantship
( ) other (describe)____________________________________

OTHER COMMENTS REGARDING YOUR EMPLOYMENT/CAREER PLANS

____

____

____

SAMPLE LETTER OF TRANSMITTAL FOR AN ALUMNI/AE FOLLOW-UP SURVEY

Dear :

________________ College is completing its ________ year of service as a publicly supported, liberal arts institution. You, as a former student, can certainly help us to evaluate our efforts of the past and to plan for the future.

Your answers on the enclosed questionnaire will assist the faculty and administration not only in planning new curricular offerings, but also in improving and refining existing ones.

Your cooperation is greatly needed. We will respect the confidentially of your answers. The questionnaires are not coded in any way to identify those who have responded.

Best wishes for the future.

Sincerely,

SAMPLE QUESTIONNAIRE FOR ALUMNI/AE FOLLOW-UP SURVEY

BACKGROUND: (for all graduates)

1. Year of graduation _____________
2. Major field_____________________
3. Sex: male_____ female_____
4. City or town and state where you currently reside:_______________________________

PRESENT STATUS: (for all graduates)

5. What is your present status? Answer (a) and (b).
    (a) Employment status (please check only one):
        _____Employed full-time _____In the Armed Forces-Branch____________________
        _____Employed part-time _____Unemployed, but seek employment
        _____Not in the labor force and not seeking employment

    (b) Educational status (please check only one):
        _____Not enrolled in a school, college, or university
        _____Enrolled part-time in a school, college, or university
        _____Enrolled full-time in a school, college, or university

EDUCATION: (for those currently enrolled in some sort of educational program)

6. What type of school are you enrolled in?
    _____Graduate School _____Professional School _____Other
7. Name of Institution______________________________________
8. What is your field of study?_______________________________
9. Why did you decide to gain additional education? (check one)
    _____I tried to find a job, but couldn't.
    _____My career goal can only be attained through further education.
    _____I am interested in further education for my growth.
    _____Not certain.
    _____Other, please explain:___________________________________

CURRENT JOB: (for those currently employed)

10. What is your present occupation or job title?_________________________
11. With what type of organization do you work? (check one)
    _____Self-employed _____Education
    _____Business or industry _____Other non-profit
    _____Government _____Other, please specify:____________________
    _____Military
12. Which of the following best characterizes the type of work you perform? (check one)
    _____Professional or managerial (independent responsibility and policy-making)
    _____Professional or managerial (medium responsibility and policy interpretation)
    _____Semi-professional, para-professional, or small business (application of policy for self only)
    _____Skilled _____Semi-skilled _____Unskilled
13. What is the relationship of your present job to your college major? (check one)
    _____Directly related _____Somewhat related
    _____Not related (I do not think a related job is important)
    _____Not related (I want a related job but cannot find one)

14. Which of the following statements best describes your feelings about your job's career potential? (check one)
_____My job has *definite* career potential
_____My job has *possible* career potential
_____My job is only temporary, until a better one comes along
_____I am not interested in career potential
_____Other, please specify:____
15. What is your *yearly* income from your present job?____________________________
16. Did you attend (after graduation from____________) another school to acquire skills and training to qualify for this job? ( ) Yes ( ) No
If yes, describe____
____
17. Do you now hold a second job in addition to the one described in questions 10-16? ( ) Yes ( ) No. If yes, please use a separate sheet of paper to answer questions 10-16 regarding your second job.
18. How many jobs have you had since graduation? _____full-time jobs; _____part-time jobs

EVALUATION: (for all graduates)

19. If you had it to do all over again, would you: (check one)
_____Take the same or another major
_____Take a liberal arts major, but add job preparation
_____Take a more job-oriented major
20. Which of the following do you think would have benefitted you in your transition from college to work? (check *as many as* apply)
_____Help in job search methods
_____Help in choosing a career field
_____Preparation for a career field
_____Help in adjusting to the non-academic world
_____Other:____
____
21. Any comments or advice for today's students?______________________________
____
____
____
____
____

COLLEGE CAREER SERVICES SCALES

Dr. Walter G. Jones, Winston-Salem State University

(This form is for student evaluation of Career Services. By changing the heading, it could be used by faculty, administrators, or alumni/ae.)

CLASSIFICATION: __ Senior __ Junior __ Sophomore __ Freshman

SEX: __ Male __ Female COLLEGE MAJOR: ____________________

DIRECTIONS. The purpose of the College Career Services Scales is to help describe the career counseling and placement services of the different colleges. You are asked to be a reporter about your institution by circling the number which best reflects your assessment of the situation which prevails on your campus. Circling the "1" indicates that you TOTALLY DISAGREE with the statement; circling the "7" indicates that you TOTALLY AGREE. Other numbers reflect the degree to which you agree or disagree with the statement. There are no right or wrong answers.

Please try to respond to all statements to the best of your knowledge. No name is necessary. THANK YOU.

---

1. Representatives from business and industry sometimes come to the campus to talk about careers.

DISAGREE AGREE

1 2 3 4 5 6 7

2. Introductory information about careers and the world of work is generally included in the course in Freshman Orientation.

1 2 3 4 5 6 7

3. Members of the career counseling and placement staff generally assist students with resumes, letters of application, and other forms.

1 2 3 4 5 6 7

4. The career library usually has an ample supply of employer give-away materials.

1 2 3 4 5 6 7

5. There is usually good rapport between the administration and the career counseling and placement staff.

1 2 3 4 5 6 7

6. Classroom discussions are sometimes held in connection with careers.

1 2 3 4 5 6 7

7. The career counseling and placement staff generally helps students to establish options for future employment.

1 2 3 4 5 6 7

8. Meetings are held for seniors to discuss details of placement registration, distribute forms, make appointments with counselors, explain the recruiting schedule, and explain how to sign up.

1 2 3 4 5 6 7

9. The career counseling and placement officer is generally respected by members of the faculty and administration.

DISAGREE AGREE

1 2 3 4 5 6 7

10. There is usually good rapport between prospective employers and the career counseling and placement officer.

1 2 3 4 5 6 7

11. The career counseling and placement office generally provides information about graduate school admissions tests.

1 2 3 4 5 6 7

12. Representatives from government sometimes visit the campus to talk about careers available in government.

1 2 3 4 5 6 7

13. Individuals frequently receive counseling about careers through the career counseling and placement office.

1 2 3 4 5 6 7

14. There is usually good rapport between the career counseling and placement staff and the staff of other counseling services at the college.

1 2 3 4 5 6 7

15. Part-time and summer job information is readily available through the career counseling and placement office.

1 2 3 4 5 6 7

16. The career counseling and placement staff possesses the necessary "know how" to provide the needed career counseling and placement services for students.

1 2 3 4 5 6 7

17. There is usually good rapport between members of the student services staff and members of the career counseling and placement staff.

1 2 3 4 5 6 7

18. Bulletin boards used by the career counseling and placement office are generally located in areas where student traffic is heavy.

1 2 3 4 5 6 7

19. Career counseling, individually or in groups, is generally provided.

1 2 3 4 5 6 7

20. There is usually good rapport between students and members of the career counseling and placement staff.

1 2 3 4 5 6 7

21. A sheet is regularly provided for students to sign up for interviews with recruiters.

1 2 3 4 5 6 7

35. There is usually good rapport between the career counseling and placement staff and faculty members.
DISAGREE AGREE
1 2 3 4 5 6 7

36. Career orientation programs, designed to help students explore new and different occupations, are sometimes sponsored by the career counseling and placement office.
1 2 3 4 5 6 7

37. Bulletin boards used by the career counseling and placement office to announce its activities are sufficient in number throughout the campus.
1 2 3 4 5 6 7

38. Students are generally advised about jobs that are available for particular college majors.
1 2 3 4 5 6 7

39. Courses in career planning are offered at the college.
1 2 3 4 5 6 7

40. Alumni of the college sometimes come back to the campus to share their job experiences with students.
1 2 3 4 5 6 7

41. Information in the career library is generally adequate and up-to-date.
1 2 3 4 5 6 7

42. The career counseling and placement officer generally knows the curriculum content of the various college majors.
1 2 3 4 5 6 7

43. The career counseling and placement staff readily provides information and assistance to students.
1 2 3 4 5 6 7

44. Reference materials on occupations are generally available through the career library.
1 2 3 4 5 6 7

45. A calendar of on-campus visits by recruiters from various organizations is made avaliable to students on a regular basis.
1 2 3 4 5 6 7

22. Materials describing specific companies are generally available through the career library.

DISAGREE AGREE

1 2 3 4 5 6 7

23. Students are generally assisted in clarifying their career goals.

1 2 3 4 5 6 7

24. The career library contains adequate data and manuals regarding tests for employment, graduate schools, and civil service.

1 2 3 4 5 6 7

25. The career counseling and placement staff is readily available for student conferences.

1 2 3 4 5 6 7

26. Dormitory group discussions are sometimes held in connection with careers.

1 2 3 4 5 6 7

27. Students feel free to walk into the career counseling and placement office to browse or "see what's going on."

1 2 3 4 5 6 7

28. Representatives from school systems sometimes visit the campus to talk about the various jobs available in education.

1 2 3 4 5 6 7

29. Students generally trust members of the career counseling and placement staff.

1 2 3 4 5 6 7

30. Applications and catalogs for graduate and professional schools are generally available in the career counseling and placement office.

1 2 3 4 5 6 7

31. The career counseling and placement staff generally provides individual and/or group training for students on interview and job search techniques.

1 2 3 4 5 6 7

32. Discussions about careers are sometimes held with student organizations.

1 2 3 4 5 6 7

33. The career counseling and placement officer is usually able to advise students about current trends in employment for specific college majors.

1 2 3 4 5 6 7

34. The career development program provides opportunities for students to receive part-time or summer jobs for general experience with the work world.

1 2 3 4 5 6 7

OTHER PUBLICATIONS AVAILABLE FROM COLLEGE PLACEMENT SERVICES, INC.

Handbook for Recruiting at Minority Colleges

(1978-79) - A 108-page profile of 92 four-year colleges and universities with predominant enrollments of minority students. It contains data regarding enrollments, degrees awarded, special programs, names of key officials, recruiting activity, employment of graduates, and much additional information. This makes the Handbook an invaluable guide and aid to employers, graduate schools, and other organizations planning to recruit minority college graduates. $10.00 per copy.

Planning and Implementing the Careers Conference

(1975) - A 33-page booklet that describes the policy considerations, planning process, and operation of various types of career orientation conferences. Applicable to two- and four-year colleges. Includes planning outline, budget guides, sample letters, forms and publicity materials. $3.50 per copy.

Guidelines for Institutional Self-Study of Career Planning and Placement Services - An Aid to Evaluating Services Provided to Minority Students

(1974) - A 28-page document designed to help colleges and universities which have predominantly white student enrollments with a means of assessing career planning and placement services they provide to minority and disadvantaged students. Includes self-evaluation checklist. $4.50 per copy.

Career Counseling and Placement Needs of Black Students at Integrated Colleges

(1970) - A report summarizing problems, needs, and recommendations for career information, recruitment, and job placement of black students at major universities throughout the country. $3.00 per copy.

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